

XXXXXXXXXXXXXXXXXXXXXXXXXXXX
300 M Street, S. W.

XXXXXXX
20024

August 19, 1969

Mr. Ronnie M. Moore
Executive Director
SEDFR
164 Madison Avenue
New York, New York 10016

Dear Mr. Moore:

Thank you for your letter and report of August 4.

To bring you up to date, I am engaged in the development of statistical inventory methods of looking at inner city public schools and also am engaged in litigation in order to eliminate inequities in education in the District of Columbia. I would be delighted to have your support.

I look forward to hearing from you.

Sincerely,

Julius W. Hobson
Project Manager

Report filed under SEDFR

XXXXXX
1000

XXXXXXXXXXXXXXXXXXXX
200 N. 10th St.

August 1900

Mr. George M. Moore
Executive Director
100 Madison Avenue
New York, New York 10006

Dear Mr. Moore:

Thank you for your letter and report of August 1st.
To bring you up to date, I am engaged in the development
of statistical inventory methods of looking at new types of
schools and also an attempt to register an existing and
immediate introduction to the subject of statistics. I would be
delighted to have your support.

I look forward to hearing from you.

Sincerely,
John H. Johnson

John H. Johnson
John H. Johnson

John H. Johnson

SCHOLARSHIP,
EDUCATION AND
DEFENSE
FUND FOR
RACIAL EQUALITY inc.

164 MADISON AVENUE
NEW YORK, N.Y. 10016
(212) 532-8216

August 4, 1969

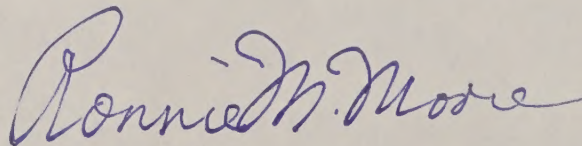
Dear Mr. Robson:

Enclosed is SEDFRE's Report on the 1969 National Conference of Black School Board Members. I hope you find this partial record of what took place at Airlie House of interest and value.

Needless to say, we did not deliberately plan the six-month span between event and report. We feel very out of touch with you, and hope that you will drop a note back and bring us up to date.

I'd especially like to know whether there is anything SEDFRE could or should be doing in your area of the country. Or anything that SEDFRE might arrange for you in the way of technical assistance which you feel would add to your effectiveness at this time as a board member?

I shall be looking forward to hearing from you.
With warm personal regards,



Ronnie M. Moore
Executive Director

Enclosure: (1)

Contributions are deductible for income tax purposes

■ chairman of the board: Nils Douglas ■ chairman of the executive committee: Andrew E. Norman ■ president: Marvin Rich ■ vice presidents: William S. Ellis, Nanette Sachs ■ secretary: Ezra Levin ■ treasurer: Shelley Appleton ■ executive director: Ronnie Moore ■ leadership director: Shirley Lacy ■ legal director: Carl Rachlin ■ technical assistance director: James Felder ■ BOARD OF DIRECTORS: James Baldwin ■ Katrina McCormick Barnes ■ Allan Barton ■ Jonathan Bingham ■ Canon James P. Breeden ■ Robert Curvin ■ Charlotte Devree ■ Robert F. Drinan, S.J. ■ Michael O. Finkelstein ■ Doris Freedman ■ James T. Harris, Jr. ■ Claude Heckscher ■ Norman Hill ■ Arthur Kimmelfield ■ Dr. Archie Lacey ■ Jeremy Larner ■ Joann List Levinson ■ John Lewis ■ Leon Modeste ■ Henry Morgenthau, III ■ Dr. William Stuart Nelson ■ Edward Norton ■ Richard J. Schwartz ■ Elaine Slater ■ Rowland Watts.

August 4, 1968

Dear Mr. Hoover:

Enclosed is SEYMOUR's report on the 1968 National Conference of Black School Board Members. I hope you find this transfer record of what took place at Atlanta House of Interest and value.

Needless to say, we did not deliberately plan the six-month span between event and report. We had very out of touch with you, and hope that you will drop a note back and bring us up to date.

I'd especially like to know whether there is any-thing SEYMOUR could or should be doing in your area of the country. Or anything that SEYMOUR might arrange for you in the way of technical assistance which you feel would fit in your efforts here at this time as a board member?

I shall be looking forward to hearing from you with warm personal regards,

Samuel M. Davis
Executive Director

Enclosures (1)

REPORT

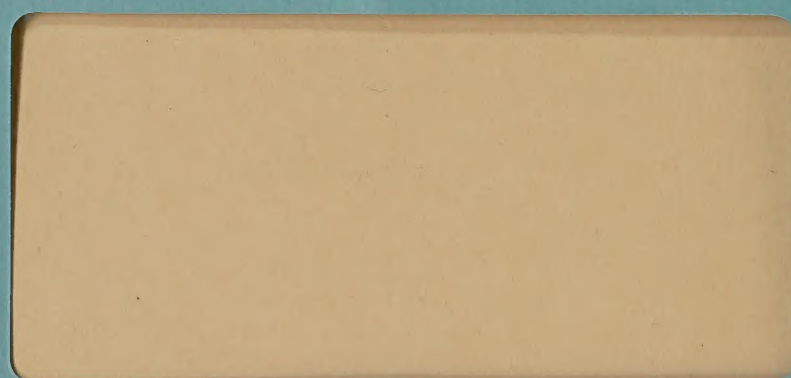
1969 NATIONAL CONFERENCE OF
BLACK SCHOOL BOARD MEMBERS

January 30 - February 2, 1969

Airlie House Conference Center
Warrenton, Virginia

**Scholarship, Education, & Defense Fund
for Racial Equality**

164 Madison Avenue
New York, New York 10016



Report on

1969 NATIONAL CONFERENCE OF
BLACK SCHOOL BOARD MEMBERS

January 30 - February 2, 1969

Airlie House Conference Center
Warrenton, Virginia

July 1969

Sponsored by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE)

CONTENTS

<u>Background and Acknowledgements</u>	5
<u>Introduction</u>	7
<u>Participants</u>	9
<u>Highlights of Proceedings</u>	11
THURSDAY, JANUARY 30:	12
Conference Goal-Setting	13
School Construction	14
Evening General Session.	14
FRIDAY, JANUARY 31:	15
Exploring Attitudes.	16
Board Committees (curriculum, personnel and finance)	17
SATURDAY, FEBRUARY 1:	20
Strategy-Planning	22
Information Workshops on	
The Education Product	23
Understanding and Manipulating the System	24
Community Control	26
SUNDAY, FEBRUARY 2:	28
Skill Workshops on	
Negotiations	29
Community Relations	29
Research	30
Campaigning.	31
<u>Final General Session</u>	31
<u>Recommendations</u>	32
<u>Evaluation</u>	33
<u>Follow-Up</u>	35
<u>Appendix</u>	37
Final Agenda	39
Roster of Conference	46
School Board Members	46
Candidates	49
Local Board Members	49
Other Participants	50
Conference Steering Committee	51
SEDFRE Staff.	52
Materials.	53

BACKGROUND AND ACKNOWLEDGMENTS

Over recent years, SEDFRE has developed a special interest in the minority-group school board official, and a fair degree of expertise in answering his or her needs.

Our first School Board Seminar was regional, and small: a four-day workshop held in August 1967 for 35 school officials newly elected to school boards in 12 Southern states. The Seminar was an outgrowth of previous SEDFRE programs training community people for work in voter registration, citizenship education and political effectiveness at the local level. Successful candidates were often inexperienced, and eager to learn all they could in order to perform effectively in their new public offices.

Both participants and faculty at the 1967 Seminar strongly recommended a national conference to bring together Black board members from communities north and south.

Planning was facilitated by a research grant from the Department of Health, Education and Welfare, Office of Education. A questionnaire-survey was developed to canvass each applicant's specific needs and interests. The most extensive list in existence of Black board members throughout the nation was compiled. The agenda for the Conference was developed around the results of the survey. In addition, a planning committee of 11 Black education experts helped design the curriculum and enlist a panel of top-flight instructors. Special training materials and take-home literature were developed around curriculum sessions. (Detailed information on these preliminary activities is available in "Field Research and Development of Materials for 1968 National Conference of School Board Members Serving City and Rural Communities, North and South," available through the ERIC system of the Bureau of Research, Office of Education, U.S. Department of Health, Education and Welfare.)

Production costs of new printed materials developed by SEDFRE for the Conference and for wider use afterward were underwritten by a gift from the Abelard Foundation.

The school board seminars, plus other training programs designed upon request for newly-elected minority-group officials, are being carried out by SEDFRE as it attempts to meet the practical needs of a fast-growing body of minority-group public officials.

INTRODUCTION

The 1969 National Conference of Black School Board Members departed deliberately from the traditional format of the national conference. There were no addresses by big-name speakers, no policy-making deliberations, no position statements or resolutions. SEDFRE's first "national conference" was in fact a learning program, designed by and for all the school board members and candidates participating.

The four-day curriculum (See "Final Agenda") reflects the general philosophy of the sponsoring organization: giving people the information, awareness and skills they wish to acquire in order to function effectively in the political processes leading to social change. The specific goal of the Conference: to help Black school officials become more accountable to their constituents by bringing them abreast of urban problems, the dynamics of collaboration, and techniques of educational policy-making.

Methodology was a blend of attitude-training in seven small groups of 10-12, with somewhat larger information/skill workshops conducted by panels of specialists. Each participant remained in the same small group throughout the conference, working with the assigned training team on goal-setting, attitude exploration and finally strategy-planning. The awareness and perspective gained in sensitivity-training sessions provided essential groundwork for the high degree of communication and interaction apparent in the information and skill workshops. Information workshops were set up on a rotating basis; all conferees were able to attend six such sessions over two days in groups of 40-50. Films and printed materials added variety and carry-over to these sessions. Four optional skill development workshops were offered, and conferees given a chance to select two. Meals and activities between sessions were kept deliberately informal and relaxed, permitting an optimum of carry-over of workshop discussions and interchange between participants and "faculty." Participants turned in written evaluations of sessions daily. These were analyzed at each late-night staff meeting to prepare for the following day. Summaries of each day's deliberations were written up and distributed the following morning at breakfast.

This particular Conference came during a period of intensive testing of a new idea in education: community control. It was important to give advocates full range of expression, to explore their concepts to the fullest among an audience that permitted complete freedom and honesty, and reacted with genuine interest, criticism or anger. It also foreshadowed a period when more and more Blacks would be assuming posts on regular school boards, many seeking practical and effective ways to increase their accountability to the community.

PARTICIPANTS

Participants proved a diverse and hardworking group. Occupations ran a full gamut: from college president to factory worker.¹ Men outnumbered women more than 4 to 1; the young were in a minority.² Board members came from Washington, D. C. and 26 states, covering the North, South, Midwest and Far West.³

1. By far the largest occupational grouping of board members attending the conference was the professional. Five participating school officials were ministers, another five were college professors, another five doctors. Others listed full-time careers as veterinarian, engineer, nursing administrator, teacher, mortician, accountant.

A second sizeable group of trainees were in civil service or private agency posts, including the following: administrator, psychiatric social worker, U.S. Department of Agriculture supervisor, Internal Revenue agent, public housing project manager, relocation assistant, postal clerk, Equal Opportunities Commission coordinator, state employment service official.

Some 10 board-member trainees ran small businesses. Among those enterprises described specifically were a real estate office, liquor store, TV and radio repair shop. Other participants described themselves as bookkeepers, secretaries, switchman, plumber.

One trainee, a retired Army officer, is currently employed as an aircraft dispatcher. Another board member lists his occupation as heavy-duty truck driver, and notes that he holds a B. A. degree.

2. Trainees serving on boards in regular school districts ranged in age from their twenties to their sixties, with most in their forties or fifties. The nine local governing board members, all women, were in a younger age bracket (twenties and thirties). The governing board chairman serving on the resource faculty was the sole male representative in this category of board membership.

3.

Alabama	Indiana	New Jersey
Arizona	Kansas	New York
Arkansas	Louisiana	Ohio
California	Maryland	Oklahoma
Connecticut	Massachusetts	Pennsylvania
Delaware	Michigan	South Carolina
District of Columbia	Minnesota	Texas
Florida	Mississippi	Virginia
Illinois	Nebraska	Wyoming

Most of the above-listed states accounted for only one or two of the Black board members attending the Conference. Three notable exceptions were California (14), New Jersey (7) and New York (2 members of regular school boards, 7 members of local governing boards).

There was great variation in the type of school district represented. Many participants came from districts, small-city communities or suburbs where they serve as the first, the only, or one of a small-minority of Black members on a White school board. Others came from big-city school districts, representing constituencies in an urban school system serving predominantly Black enrollment. Two districts with all-Black school boards, one on the West Coast, were represented. Members of two New York City local governing boards in demonstration school districts took part, as did local board members of a community-controlled school in Washington, D. C.

Active board members and candidates made up more than half of the 151 men and women attending the Conference. The rest were 1) a varied group of participants directly involved in public education: parents, community leaders, principals and teachers, school planners and administrators; 2) expert "faculty" consultants; and 3) SEDFRE staff.

Throughout the conference, the line between student, faculty and staff was thin. Trainees doubled as resource persons; consultants and staff members found themselves gaining as well as imparting knowledge and insights.



From left to right: Dr. Edward W. Brice (Office of Education), Wesley Williams (former Washington, D. C. school board president), Dr. Walter Tucker (Compton, California school board), Julius Hobson (new D. C. school board), and SEDFRE Executive Director, Ronnie Moore.

HIGHLIGHTS OF PROCEEDINGS

Just getting to ice-covered, fog-shrouded Warrenton, Virginia, proved the first major accomplishment for participants. All but two of those expected made it, despite airport shutdowns, perilous flying and road conditions. By lunchtime on January 30, trainees had knuckled down for the start of an intensive four-day learning program. The first order of business - - setting goals for this Conference - - was no easy task, in light of the differences among the participants themselves and on the twin thrusts toward separation on the one hand, integration on the other.

Conferees were divided into seven small groups for in-depth morning sessions in goal-setting (Thursday), attitude exploration (Friday) and strategy planning (Saturday). On Friday and Saturday, participants rotated between three rooms to hear and talk with special panels on three topics: curriculum, personnel and finance (Friday); the education product, understanding and manipulating the system, and community control (Saturday). The final day of the Conference featured skill development workshops covering four areas in which participants had expressed particularly keen interest and a need for training: negotiations, community relations, campaigning and research (Sunday).

The following pages present highlights of the proceedings day by day, as they occurred. Each day is introduced with a reprint of a pertinent newspaper report on the Conference.

Washington Evening Star, 1/31/69

Negro School Unit Members At Parley Differ on the Issues

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — A significant new block of black political power has assembled at Air-lie House for the first National Conference of Black School Board Members.

There are more than 100 Negro school board members here from such unlikely places as Wyoming and Arizona, as well as from the Deep South and the large cities of the North. Marvin Rich, executive director of the conference sponsors, the Scholarship, Education and Defense Fund for Racial Equality, estimates that nationally about 400 Negroes now sit on school boards.

At the outset of the conference yesterday, it became immediately clear that the Negro school board members have widely different views as to what are the key educational issues of the moment.

Still Seek Desegregation

Most of the board members from the Deep South still are fighting to achieve desegregation of their schools. Some school board members from middle-sized cities have as their goal integration of schools, while representatives of the largest cities, like New York, want to debate the whole issue of inte-

gration versus separation of the races.

Mrs. Frieda Mitchell, for example, is one of two Negroes on the seven-member Beaufort County, S.C., school board, which governs a 60-percent-Negro school district.

"I believe you can't have quality education and have segregated education," she said.

Mrs. Mitchell is pleased that the county school superintendent has proposed building a new comprehensive high school that would eliminate adjacent, predominantly black and predominantly white high schools by 1971. She is pressing for an immediate end to the separate school systems for Negroes and whites in her county.

Another school board member, the Rev. Landrum E. Shields from Indianapolis, says, "I am not a separatist, but at the same time, I think an all-black school can be a good school."

Concerns Expressed

At a general session yesterday to determine the goals of the conference, which meets through Sunday, the particular concerns of members from large cities were forcefully expressed. What seems to be developing as a caucus of representatives from New York City's decentral-

ized school districts, Ocean Hill-Brownsville in Brooklyn and I.S. 201 in Harlem, insisted on discussion of such issues as community control, how to deal with the white power structure and guidelines for developing a black curriculum.

"I'd like to see a black paper come out of this conference on separation versus integration," said another urban board member, Clyde C. Jordan of East St. Louis, Ill. "Can all-black schools give you quality education or do we have to bus our kids across town?" he asked.

Washington's school board vice chairman, Mrs. Anita F. Allen, reported to the general conference session that her workshop felt a key issue was "how does a school board relate to the militant minority while remaining responsible to the silent majority?"

The Scholarship, Education and Defense Fund for Racial Equality, was formed as a separate, nonprofit group in 1962 by the Congress of Racial Equality. Supported mainly by private foundations, the organization conducts training conferences in a variety of fields including voter registration, economic co-operatives and antipoverty fields.

At the opening general session, Conference Chairman, Ronnie M. Moore, set forth two broad areas of need to which sessions would be addressed. Board members from the South have come seeking information about existing legislation, still a valid demand in 1969, particularly in light of government refusal to enforce desegregation. From the North, board members' demands vary, some searching for ways to speed school integration, others opting for separate schools under community control.

Not all the experience and expertise will come from resource persons at the Conference, Mr. Moore stressed. Participants themselves will be encouraged to share what they have to give one another.

This is not a policy-setting meeting, it was made clear. The stress is on skills, information, what participants need in order to be more effective back home. "These are the reasons we called you here -- and the reasons why SEDFRE exists."

Small-Group Discussion

Participants were divided into small groups, each given the task of agreeing on the five most important goals for this Conference. A general session was held to discuss the findings of each group. Agreement and paring-down of the listed goals proved impossible in the time allotted. Out of the general session, a representative of each group was elected to produce a summary document, distributed Friday morning to all participants and serving as a guideline in future sessions:



Intensive probing and growth was accomplished in daily small-group sessions. Trainees worked in seven small workshops, each with its own team of trainers.

PARTICIPANTS' STATEMENT OF GOALS

First item of the group's discussion was to set up general goals of quality education with emphasis directed upon the needs of Black students, and other minority ethnic groups. There was some discussion concerning Mexican Americans; however, it was the feeling that they are aware of the needs of their students and are working on the problem.

The discussion also centered around the development of strategy to help organize groups so they can define their own priorities in their communities, define their goals and stimulate community interest.

The goals finally agreed upon by the entire group are listed below:

- | | |
|---|---|
| 1. Desegregation and integration--pros and cons | community control |
| 2. Technical Assistance | 5. Personnel (staff) |
| a. Finances | a. In-service training |
| b. Program development | 6. Election Strategy |
| c. Political assistance | 7. Role of Black Board Member |
| 3. Curriculum | a. Initiating, monitoring, implementation of policy |
| a. Curriculum revision | b. Accountability of school board member |
| b. Motivation | 8. Response to Black Militants |
| c. College curriculum preparation | 9. Communications |
| d. Non-collegiate programs | a. Publicity and public relations |
| e. Guidelines for instruction on Black culture and introduction of this into regular curriculum | b. Index (problems in any given area) |
| f. Drop-outs | c. Clearing house |
| 4. Community Participation | d. Number of elected officials |
| a. Community planning, control and involvement | 10. Vandalism |
| b. Decentralization vs. | 11. Organizational structure and functions of school boards |

General Session

A talk on school construction followed the meeting on goal-setting. Assistant Commissioner for Construction Loans, Walter Mylecraine, narrated a brief slide presentation, distributed a variety of publications and then engaged in a lively, informal question-answer period. Participants proved intensely interested in the information he had to impart, staying on until dinner interrupted.

Evening General Session

Participants heard a four-man panel of specialists serving as Conference resource persons: Dr. Aaron Brown, member of the New York City Board of Education, reviewed the history of school boards in the United States today. Dr. Brown's prepared paper on this topic was later distributed to all participants. David Spencer, chairman of the New York City I. S. 201 Complex Governing Board, spoke on community control. Nils Douglas, New Orleans attorney and chairman of the board of SEDFRE, focused attention on Southern problems. Wesley Williams, former president of the Washington, D. C. School Board, presented some highlights of his long experience.

Washington Evening Star, 2/1/69

REACTIONS DIVERSE**Black School Aides
Take a Slogan Test**By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — "What bothers me about integration is that I don't want to forget I'm black," said the Negro school board member from New England.

"Black people have a capacity, a capacity for . . ." and someone else at the broke in, "For suffering, sister. The 15 people at the workshop laughed.

The first person, a woman, continued: "Yes, I think black people really have a capacity for loving and caring, a sensitivity about other people that I haven't see among whites.

"I've seen black kids go to private schools and get not to trust their feelings. I've seen it drained out — that capacity for living close to other people."

React to Slogans

The discussion in the "attitude session," one of a dozen similar groups at the first National Conference of Black School Board members meeting at Airle House here this week, continued on the key question of integration versus separation of the races.

It was inspired by getting participants to react to a list of current slogans and concepts, including: White folks are evil; black is beautiful things are changing; burn, baby, burn; black power, green power and education is the answer.

What the exercise produced in many cases was an honest self-appraisal of attitude—and oftentimes rough exchanges between participants.

Generally, the middle class Negro participants expressed a strong level of aggressiveness and militancy in seeking the demands of black people. But, differences in tactics to achieve common objectives between younger and older participants were evident.

In the group to which this white reporter was admitted as a participant, near unanimity was expressed for black power and green power.

"An Awakening"

One participant put it this way: "The term black power has been useful. We have been powerless, but there is an awakening now in terms of voting, participation and the term symbolizes this."

As for "green (money) power," he added, "That's what we all want, isn't it?"

"Things are changing," and "Education is the answer," both popularized as themes for advertising campaigns encouraging Negro youths to stay in school, produced wide disagreement.

Things have not changed materially for the mass of Negroes, several insisted. Others said that while they had faith in education, they think it is only one answer and should not be viewed as a cure-all.

Most participants reacted negatively to the phrases, "White folks are evil" and "Burn, baby, burn," but there were some dissenters.

"White folks control 95 percent of this country and I think the system they support is basically evil, so I have to conclude its supporters generally are too," said one younger school board member.

Symbol of Riots

Several people using "Burn, baby, burn" as a symbol of ghetto riots, insisted riots produce results.

Others disagreed, including a participant from Washington.

The terms "black American" and "Negro" produced the usual pro and con arguments. One middle-aged man, who said he now uses the terms interchangeably, said: "it's probably the generation gap, but when I was young black was a fighting word. Now I'm getting to understand why young people prefer it and I think I agree."

The conference, sponsored by the Scholarship, Education and Defense Fund for Racial Equality, ends tomorrow.

Morning Small-Group Discussion

Press coverage of the attitude-exploration sessions stressed differences -- but these sessions were, in fact, dramatically honest, cathartic and useful, stimulating highly personal and revealing exchanges, permitting participants to see behind stereotyped slogans and probe in depth their own attitudes and those of others they may have been ready to discard with an easy label.

Each trainee received the following discussion-stimulating chart:

ATTITUDE EXPLORATION CHART			
White folks are evil	Black is beautiful	People are people	Things are changing
You can't understand a nigger	God made all men equal	Burn, baby, burn	Negroes
Black Americans	Education is the answer	Black power	Green power

1. Choose the one box in which you personally would feel most comfortable.
2. Rate each box with a "plus" or "minus."
3. What does each of the 12 phrases represent to you?

Summary of Seven Small-Group Sessions

In most sessions, participants found it difficult to communicate, at the beginning. In one, two or three people were talking at once. In others, there was hostility toward the attitude exploration because the chart characterized attitudes via boxes. Although people are usually in one or two boxes, they don't like to face it, discuss it, and they definitely resent personal change. In one or two instances, one individual spoke up for another. In one group, internal conflicts of individuals were obvious; for instance, two participants responded positively to both "white folks are evil" and "people are people." Another responded comfortably to "white folks are evil" and "God made all men equal." The box "burn, baby, burn" created tension and conflict in most groups. It produced fear in most and recognition of some positive achievements in few participants.

There were a number of conflicts between various participants over traditional methods of education vs. innovation vs. radical restructuring. Some felt that "their children should have the exact same thing" as white children. In this school of thought, the majority seemed to want "a change of hats," as far as the power relationship is concerned.

In one small group, a student complained "that the only thing going on is just talk, and if this is how the group reacts at home, Black children are in sad shape

Friday, continued

and may be lost." You folks have to work, not talk, she said pounding the table. The group flared against the attack, one by one reacting: The young people are not listening--I dare you attack me--Do you know me or anything about me, I'm from an all-Black community. Then a participant asked the trainer: "Can you help me? I'm here to learn. You can stop talking about Black and Negro, pulling our people apart, not together." This participant had made an earlier attempt at placing people in boxes: Black for the good guy and Negro for those who do not accept his personal concept of Black Power.

In another group, the discussion emphasized that most Blacks feel some hatred for White people and yet it is suppressed by the conscious knowledge that they should not hate. The group concluded that there is in Blacks a definite love-hate psychological state. Another group came to the conclusion that people are not bought out, but sell out to the structure. A number of groups added boxes, feeling that the chart as originally constituted was inadequate. The new boxes were: liberation of all oppressed peoples, riot rewards, communications, people dealing with authority, power, education is part of the answer, broad education is the answer, and education is one answer.

One group felt they should work toward a common ground on attitudes.

One individual realized that her way to solve the problem was not the only way or necessarily the right way. Another participant, reporting after the confrontations, summed up the session as follows:

How did this come about? What transpired can be best explained by the use of the word "honesty." There was no shouting, yelling, speaking over each other and anger for anger's sake. Instead there was exhibited a sincere atmosphere of honesty, understanding, listening. . . They realized and expressed verbally that they all had hang-ups and flaws in their armors, but they together must fight these hang-ups, and counterbalance these flaws in each other.

ROTATING WORKSHOPS ON KEY BOARD COMMITTEES

A general session on board committees featured a brief talk by former Washington board president Wesley Williams, who compared the efficacy of boards structured to function with committees versus boards which act as a committee of the whole. He believes the latter is better for Black school officials in a minority on a board.

A five-minute exercise demonstrated the importance participants assign to various committees, and the reasons for these priorities. (Two tasks: 1) Which board committee would you most like to serve on? 2) Specify one or two reasons why you selected that committee.)

Of the 69 choices recorded, 18 were for Personnel, 18 for Finance, 17 for Curriculum. Only two other committee designations got more than 1 vote.

Why did participants choose these three categories? On Curriculum, most saw curriculum revision as an essential for upgrading the education each child gets, and felt present curricula outmoded, irrelevant, a key area in which the

Friday, continued

board member can make meaningful changes. Some stressed meeting wide-ranging needs of Black children, others "incorporating Black history with White so true history may be taught to all children." On Personnel, many participants wished to make practical and pointed use of the specific control and powers they hold in this area. Some reasoned that the quality and attitudes of teaching staff are essential to excellence in education, that much can be done to give Black applicants a fairer shake, because "this is where the power of the board lives, particularly if you want a change." On Finance, the reasons ranged from feelings of personal need ("This is what I feel most inefficient in and would like to learn more about") to broader considerations ("This is the most important and controlling committee," "the source of power to bring about change.")

Friday afternoon and evening, participants tackled these three areas in which board members can make their most telling impact on policy as it affects Black children. Each session opened with a panel presentation, but allowed a good portion of time for discussion between participants and resource specialists.

Broad changes were called for in curriculum and personnel, new educational goals outlined. Teaching Black history was viewed as crucial for two reasons: 1) as a means of coping with the identity crisis and building the self-image of the Black child; and 2) as a relevant factor for White children too, since the distorted view of history renders their self-image unreal.

Both the curriculum and personnel workshops stressed the importance of in-service teacher training, underlining the need for new teaching approaches as well



After four tightly-packed mornings at work together, trainees from California, Arkansas, Louisiana, New York understand one another better and appreciate the variety of problems to be solved around the nation.

Friday, continued

as new teaching materials. SEDFRE-developed curriculum materials were distributed and will be available for wider circulation: "African Studies Curriculum," a modified and shortened version of a 12th grade syllabus; and a background paper, "Black Life and the Black Curriculum."

The finance workshop tackled two broad questions: 1) how to spend money; and 2) how to get continuing school funding from a variety of sources. On the first topic, workshop participants were introduced to the concept of the budget as a planning tool, involving parents, teachers, principals in a year-round process of setting educational goals and priorities. On the second topic, legal and government specialists tackled problems attending the new federal role in school aid, highlighting those areas where informed action and pressure can most likely produce more equitable allocation of funds. The new push, it was stressed, must be at the state level: state legislature, state Departments of Education.

The state agency is the key to who gets how much and for what. Participants were advised to find out their state agencies' procedures, make their concern and needs known well in advance, so their communities will get their share when the pie is divided. This is urgent since otherwise federal aid monies will simply be dispersed to reduce costs for local tax-payers.

Another promising route to fairer allocation of funds at the state level is through the courts: several new school cases seeking to extend state responsibility for equitable allotment of funds were discussed. SEDFRE's Legal Division has entered two potentially ground-breaking cases on school financing, one in Texas, one in Virginia.

Board members were urged to form the nucleus of a lobby for educational legislation in Washington, and generally agreed it is essential to join forces at all levels to effect changes. A final concern was voiced around the recognition that schools are big business. As Black school board members, the conferees agreed that they should act to see that "a piece of the action" goes to Black contractors, lawyers, subcontractors, laborers and businessmen.

Washington Post, 2/2/69

Race Issue Still Dogs Schools In Nation, Conference Told

By Herbert H. Denton
Washington Post Staff Writer

WARRENTON, Va., Feb. 1 —Nobody wants to repeat 1957, when Army troops were sent to Little Rock (Ark.) Central High School to enforce a court desegregation order.

School integration, nevertheless, remains the chief issue facing Little Rock's schools, T. E. Patterson, only Negro on the city's seven-man school board, said yesterday at an Airline House gathering of 100 black-school-board members from 30 states.

There are about 400 blacks among the 2000 students at Central now but two other newly built high schools are virtually all-white and a fourth is all-Negro, Patterson said. A suit is now pending in the Federal District Court that would force all the city schools to achieve an equal racial balance.

"If we could get this dog-gone integration question settled we could then move on to other important questions, such as the equality of spending in different city schools," Patterson said.

Conservatives Return

Patterson was elected to the Board in 1966 on a campaign slate endorsed by local Negro organizations and liberal whites. The Board had a liberal majority that year, he said, and he was able to push through the appointment of a Negro assistant school superintendent. But recently, as demands have broadened from a token to a wider integration of schools, conservatives have been reelected to the Board,

he said. He said the change has lessened his effectiveness. The conference was organized by the Scholarship, Education and Defense Fund for Racial Equality (SEDFRE), a foundation-financed group based in New York City, for black school board members to discuss common problems. It is the first nationwide meeting of black school board members, a spokesman said.

The board members voted today to exclude reporters from the working seminars, some of which have become heated over such questions as black separatism.

Aaron Brown, a member of the New York City School Board, is now deeply concerned about the fate in the New York legislature of a plan he helped develop to establish 30 local school boards in his city.

Citizens Complain

Brown said the present system is unmanageable and that citizens complain that board members do not take direct interest in individual school problems and they are right, he said.

"If I visited one school every day it would take me five years to get around to each one of them. We just can't continue to go on as we are," Brown said.

By contrast, A. H. Miller, a member of the board of the smaller of two districts in Pine Bluff, Ark., is concerned about enlarging the board's control to achieve a bigger tax based for school financing.

Ronnie Moore, leadership director of the Fund, said he felt the meeting had helped

show the complexity of problems to diverse types of black members of school boards. "I can think (problems of) the whole world will be solved by community control (of schools) until I hear some school board member from Mississippi ask how he can make (President) Nixon force Mississippi to accept" available Federal funds for education, Moore said.

But Patterson of the Little Rock School Board said that the wide differences in the problems of New York City and his own town are slowly fading.

Ghetto Is Growing

The city is becoming increasingly "ghettoized," he said. Ten years ago, Negroes were scattered throughout the city, but urban renewal has dislocated them and they are beginning to be concentrated in one section. And the whites have fled from the center of the city and resettled in suburbs.

"The Negroes (in Little Rock) are not interested in community control now. They just want to be included," Patterson said. But he does not rule out the possibility of this demand in the future.

"In the beginning Negroes would have accepted any integration plan but now they are concerned about the quality of the education in their own schools," he said.

There are many school problems that are economic and not really a matter of racial discrimination. But "it ends up that the burden is on the Negro," Patterson said.

Negro School Parley Dims New Yorkers' Hopes

By M. S. HANDLER

Special to The New York Times

WARRENTON, Va., Feb. 1—The consensus of the 125 Negro school board members of 30 states attending a national conference here appears to rule out the hopes of New York City's participants that community controls would be used as a pattern for Negro communities in the rest of the United States.

The conference disclosed such a diversity of opinions affecting school reforms that it has become apparent that the majority believes each Negro community must adopt a flexible, nonideological approach to its needs.

The New York participants, who included David Spencer, chairman of the governing board of the I.S. 201 complex, argued for community control.

But while the Negro school board members from other parts of the country appreciated his humorous, bitter and sarcastic remarks, many felt that conditions in their communities were different from those in New York and therefore his remarks were irrelevant to their needs.

In the workshop discussions, the school board members stressed the special needs of their communities which, they said, require a more traditional attack on the problem of improving education for Negro children.

Some common problems were how to get white majorities on local school boards to cooperate, how to elect more Negro board members, how to get better and more sympathetic school administrators and how to change the curriculum.

Many participants seemed to share the view that the best

National Session Cool to Use

of Community Controls as Pattern in Rest of U.S.

procedure was to find ways of improving education within the system instead of trying to overthrow it.

Most also avoided being drawn into ideological or race relations discussions. Anti-Semitism seemed remote from their thinking, and if Mr. Spencer had not raised the question Thursday night in a general meeting, the words anti-Semitism and Jews would not have been heard at this conference.

The participants confined their race discussions to the Negro-white relationship.

"National movement concepts are emotionally bankrupt among the black people."

This was one of the conclusions of Ronnie Moore, director of the National Conference of Black School Board Members sponsored by the Scholarship, Education and Defense Fund for Racial Equality. The meeting was held at Airlie House.

"We first bought integration and fought for it," he said. "We

are tired.

The real trend is to do whatever can be done in local communities. National concepts are only acceptable in terms of local needs.

"It will take at least 20 years to build a national movement. Movements organized at the top and moving to the bottom are dead."

Mr. Moore said that, if anything, the consensus of the people who came here for seminars and workshops was that Negro communities must retain a flexible and nondoctrinaire approach in trying to deal with their problems.

The scholarship fund, organized in 1962 by Marvin Rich, a former community relations director of CORE, had provided training programs for Negroes preparing to enter public life, the education systems and community organizations.

The fund has conducted hundreds of seminars each year across the country to provide administrative, political and negotiating skills. In 1968 the fund sponsored seminars and workshops for more than 4,900 Negroes.

Saturday

STRATEGY PLANNING

A factual case study, Change Comes to Trenton Schools in 1968, was developed to serve as background for a training exercise in strategy planning. Divided into four stages, the case-study format allowed for small-group discussion of controversial questions, decisions on strategy at varying points of a developing situation.

All groups worked together cohesively and with purpose on the task, an obvious result of having worked together up to this point in goal-setting and attitude-exploration sessions.

Summary of Exercise

The Trenton School Board's search for a new superintendent of schools came at a time when the city's high school was in deep trouble, seeking ways out of the familiar mass of interlocking problems interfering with good education. One of the two final candidates for the superintendency was a Black assistant superintendent from out of state; his opponent was a local White school administrator. The developing situation provided a highly useful instrument for probing the basic rules and skills of effective strategy-planning by Black communities across the country.

Here are the questions and tasks presented to small groups for decision and action at each of the four stages:

- I. Relate Trenton to your own community.
Choose one course of action from 10 alternatives listed.
- II. Do we ever use violence to accomplish needed reform?
Decide whether the high-school crisis at this point is a community-wide problem or a Black problem.
- III. Do matters seem well in hand (with a Black finalist in the running)?
What further actions should the Black community take?
- IV. How were the following tactics used in Trenton?
 - flexibility of goals
 - identification of a single objective around which Black people of sharply differing opinions can rally
 - selection of one change to be accomplished in a school system where many things need improvement
 - skillful functioning of the Black community as a pressure group
 - development of wide support for a minority-group objective

Evaluation of Exercise

Trainees were quick to relate to the back-home significance of the detailed events in Trenton, and to probe deeply into the questions raised. Strategy-planning proved of real interest and personal import to school board members. They became totally immersed and could easily have continued the full day rather than the three allotted hours.

The groups showed they had acquired a good deal of freedom and facility in

Saturday, continued

dealing with structured tasks, largely as a result of having worked together in two previous small-group sessions.

The case study is useful not only for introducing the specifics of strategy-planning, but also for reinforcing skills in decision-making, problem analysis and goal-setting.



Training Director Shirley Lacy talks over the task this workshop is about to tackle. Specially designed classroom exercises helped focus discussions around specific topics in the curriculum.

Information Workshops on What We Want and How to Get It

Participants attended three information workshops, with panel presentations and discussions. Highlights of these rotating sessions follow.

1. THE EDUCATION PRODUCT

This workshop began with A Chance for Change, a film documenting a Head Start program in Durant, Mississippi, and stressing the efforts of and willingness of parents to cooperate, and learn and work to bring their children a new kind of school for a new kind of life.

The focus of the session was on the Black child himself, the basic things he should be getting in and from school.

Panelists made the following points:

Jeanne Smith (M. D. and Englewood, N. J. board member) bore down on the importance of devising ways to keep education fun: interesting as well as a learn-

Saturday, continued

ing experience. From this point of view, Head Start should be taken seriously as a useful starting point for education.

Evelyn Rich (New York City social studies teacher) pointed out that education today is fact-oriented. She suggested that it should be task-oriented, as demonstrated in the Head Start film. Other innovative suggestions for more effective teaching included: team-teaching; encouraging students to develop their own courses for elective study, such as film-making.

Barbara Simmons (community education specialist) said that schools reflect the emphasis of society today on "things" rather than people. Our educational system makes too little use of available knowledge and techniques related to human relationships. We lack the ability to relate to one another, at a time when the world is becoming smaller, and children will be travelling all over the world. Dignity, and respect for individual worth are of key importance and should be taught in our schools.

Robert Collins (New Orleans attorney) gave a brief evaluation of legal trends in desegregation, integration and consolidation of public schools. He questioned how worthwhile desegregation is in view of the fact that when supposed integration takes place, schools either wind up with a small Black minority or eventually become 100 per cent Black, as in Washington, D. C.

A question raised from the floor: "How can Black students form their own positive image when they are taught in school by White teachers, superimposing their own White culture as the ideal?"

A suggestion to deliberately build an all-Black school structure set off sharp conflict in the group. After an exchange of hostile remarks, one trainee noted that the filmed Head Start program in Mississippi was run by an all-Black staff made up of professionals and non-professionals. The children were treated and talked to in a "Mississippi gut-like atmosphere," with obviously positive results. He suggested that all communities need this kind of everyday interaction between pre-school children and adults more than they need sophisticated White teachers. Such situations can be set up with little or no money, teachers and aides serving on a volunteer basis in space donated by churches normally used only on Sundays. It will be a lot of work, the trainee concluded, but surely it is worth it. The group responded positively to this suggestion.

2. UNDERSTANDING AND MANIPULATING THE SYSTEM

Advocates of community control, including Washington, D. C. school board member, Julius Hobson, presented the belief that the only route to educating Black children was to tear down the present system. The theme of Mr. Hobson's presentation and many responses from the floor was: "Individuals within the system perpetuate a system which leads virtually to destruction of the Black child." The central assumption of this workshop -- that improvements can and should be made through understanding, working within and manipulating the educational system -- was under continual debate. The session ended with a debate over the presence of the press at this conference of Black school board officials.

T. E. Patterson of the Little Rock, Arkansas board, stressed that in his area the Black man must become part of the system, and exert pressures for changes beneficial to Black children. The key to his effectiveness is the same as Mr.

Saturday, continued

Hobson's: getting the support of the Black community for his reform efforts. Organizing Black Americans for community action was stressed.

Jean Fairfax (NAACP Legal Defense and Educational Fund) emphasized the importance of well-organized efforts to re-direct the thrust of state systems of education, in the light of the growing trend toward block grants of federal monies to states to use as they wish. Board members should recognize the enormous power states have and see how their everyday operations perpetuate segregation and unfair allotments of resources. She offered as examples of state decision-making: construction program plans, transportation regulations, curriculum and accreditation rules, use of funds to bring about equity, use of federal funds (Titles I, II, III, V). States also were responsible for impeding the implementation of school-lunch programs mandated for as long as 22 years.

Dr. Edward W. Brice (U.S. Office of Education) asked: How do we give quality education to all? Americans have proved good at handling other crises, but not at social and educational engineering. The most damaged are the children of minority groups. How do we get change in a monolithic system which can be best characterized as a vast spider web that catches you up as soon as you free yourself in one spot?



Dr. George O. Berry, board official from St. Paul, Minnesota, chats with SEDFRE President, Marvin Rich.

Saturday, continued

One way of getting change is at the legislative level. There is a need for Black lobbying for education for our children, by a group with a constituency.

It does not follow that simply because you have Black faces on a school board, you get quality education. You need a school board which knows the components of quality education, and how to formulate strategy to bring it about. This is not an easy challenge.

Samuel Simmons (at that time with the U. S. Commission on Civil Rights, currently a top official at the U. S. Department of Housing and Urban Development), suggested approaching the multiple systems by asking, "Who are the major actors?" and framing appropriate strategies to effect change at each level. He first discussed Enablers: people who provide the legislative basis or precedent for reforms. This can be through courts, or through Congressional action aimed at diverting school funds into programs focused on the needs of Black children. At the next level are the Executors: bureaucrats (Office of Education, state agencies, board members, school administrators and personnel). Day-to-day decisions at this level can subvert the accomplishments of the Enablers. Finally, there are the Facilitators (or Inhibitors): people who can either expedite or subvert what the Executors or Enablers want done. In this category fall organized teachers and parents. Organized college students are showing the way as one of the most effective change groups today.

The above way of understanding the system is the first step. The next is to deal with it, by tackling four questions:

- a. What new programs or approaches will be developed by Enablers?
- b. How well will they be funded?
- c. What kind of regulations or guidelines will be adopted?
- d. How will Executors interpret guidelines on a day-to-day basis?

3. COMMUNITY CONTROL

Two prominent practitioners served as the panel for this workshop: Kenneth W. Haskins (principal, Morgan Community School, Washington, D. C.) and David Spencer (chairman, governing board, I. S. 201 Complex, New York City). Each made a brief presentation of the responsibilities and accountability of Black board members, and the potentials of the community-control approach for effecting real changes in education in Black communities. The greater part of these workshops were spent in free-flowing question-answer and discussion stimulated by participants themselves. Following are some highlights.

- Q. How can I, as a board member in a rural area, get community people to organize and involve themselves in educational decision-making?
- A. Unless there is the threat of some type of action, things will not be done. The one community-control school in D. C. has shaken many people into action.
- Q. Was the new D. C. Board of Education set up under pressure?
- A. This new Board is not an experiment to control District schools. That would require intensive parent involvement, to relieve overcrowding, pour in more teachers and aides, help the schools do the real job they

Saturday, continued

are supposed to do for the child. No one gives you control. Little by little, you begin to take it.

Q. Have there been any achievements in experimental schools? Does community control work?

A. At this point, a question asking for proof of achievement is a nasty question, unfair because the present system has been failing so miserably. Nonetheless, reading scores have risen, discipline improved, and curriculum made more relevant to Black children.

Q. Don't all small school boards have community control?

A. People equate things that aren't equal, saying, for instance, that George Wallace wants local control. White people have always controlled their schools. Now it's our turn, and we must educate our children to the utmost.

Q. Does community control necessarily mean Black control?

A. There is a White teacher on my staff I'd trade Black teachers for. As long as I am in control, anyone can work for me.

Q. What do you do to see that the community is really represented? What about those who simply don't come to meetings?

A. There must be a process of constant organization of the community, with board members acting on their responsibility to go out and get neighborhood support.



SEDFRE Staff Associate Henry G. Smith, Jr. answers some queries for follow-up workshops from William Sells of Bellport, N. Y.

Skill Development

Washington Evening Star, 2/3/69

Negro Education Board Members Weigh Uniting

By JOHN MATHEWS
Star Staff Writer

WARRENTON, Va. — Sessions of the first National Conference of Black School Board Members showed signs here yesterday of developing solidarity among participants as a potential pressure group.

Outside the formal structure of the conference, which is designed as a training session for some 100 Negro school board members from throughout the nation, informal discussions were being held on formation of a national black educational lobby in Washington.

Many participants feel the needs of Negro school children and Negro school board members are not adequately served by existing organizations like the National School Boards Association. While there is a black caucus in the association, sentiment at the four-day conference, which ends today, is leaning toward setting up a national organization of Negro school board members.

As participants here at Airlie House read newspaper accounts of the conference pointing out differing views on issues among participants, and as discussion groups became increasingly frank, a movement developed to bar the press.

Late yesterday afternoon, Ronnie M. Moore of the sponsoring organization, Scholarship,

Education and Defense Fund for Racial Equality, told reporters they were excluded from further sessions.

Moore said the participants felt the "presence of the press inhibits effective black confrontation." He stressed that all reporters, black and white, were being excluded.

One school board member told a reporter newspaper stories failed to emphasize that the participants were united in pressing for better education of all Negro children.

A particularly heated session yesterday, which was open to the press, included a panel with Washington school board member Julius W. Hobson. Hobson said he had concluded that legal action, legislation and even the new elected school board, which met for the first time last week, will not improve D.C. education.

SKILL WORKSHOPS

Participants were to attend two of the following workshops. The negotiations workshop was extended to cover both time periods.

1. NEGOTIATIONS

This workshop opened with a question-answer discussion of the basic principles of negotiating. The major point stressed was the distinction between overall strategic objectives, and negotiation as one of the many tactics that can be used, with great flexibility, to achieve the desired end. Trainees were introduced to the whole basket of tactical tools: negotiating, demonstrating, legislative activity. They were able to see that there are times when it is best to concentrate on one tactic, times when one should be dropped in favor of another, times when all can be used jointly to good advantage.

Once the basic rules of negotiating were clarified, workshop participants were given a test problem. Trainers Carl Rachlin and David Helper enacted members of a school board, to whom the trainees were to present demands for more employment of black people on school construction and related jobs. One board member played a softie, the other a tough so-and-so. The two trainers moved to another part of the room and made themselves into the school board. The group remained where the workshop had been in progress, and promptly began exhibiting all the classic symptoms and problems of group action. They tried to form a committee and then develop demands. Their first problem was a division of leadership. One man attempted to filibuster them to death. After a long period, they finally were able to put together a committee and a set of demands.

The "school board," meanwhile, had gone through an act of leaving the room impatiently, and returned with a third "school-board member," Ronnie Moore, enacting the role of the middle-of-the-roader. The "board's" game was to deliberately obscure any discussion of the issues -- to see whether the group would pin the board down and make it deal with the problems. By and large the group did poorly in this regard, allowing themselves to be sidetracked easily and led into discussions that showed them vacillating and not determined enough to get concrete results.

It was decided to continue this group beyond the scheduled time because of the classic problems they were illustrating and the methods of handling them which were developing. A substantial number of people had come into the room to watch. Negotiators then went into a series of discussions, largely designed to keep the committee from getting concrete results. At the end, all the group succeeded in extracting from the board were a few promises to obey the law.

After this, a wrap-up session demonstrated precisely what had happened, with Mr. Moore in particular revealing the process of board strategy, how various group members had fallen into traps set for them, and how they might have managed to outwit the board with an equally well-planned and shrewd negotiating plan of their own.

2. COMMUNITY RELATIONS

Florida Education Association Director John Lawton presented some basic rules on community organization, based on a realistic determination of who are the real leaders and what are the real needs in a community. Temple University's M. Lee Montgomery suggested several devices to help board members and

Sunday, continued

other Black education leaders get their message across to the Black and total communities. These ideas included a research team, an informed information network, an advisory group. Workshop participants explored these ideas in depth for back-home use in an informal question-answer session.

3. RESEARCH

Dr. Nathan Pitts (Office of Education) recommended establishing a clearing-house of information for Black board members, via SEDFRE. He detailed the variety of sources and resources which should be channeled to the individual board member.

Black school officials should run for more than one term, he stressed: by the second term, the board member is seasoned and vastly more effective.

The kind of information board members need was reviewed: population of district, past trends in district, predictions of future school populations; a profile of the community groups active in education in the area, private, governmental, Black, White or interracial; a thorough knowledge of pertinent laws controlling public education, local, state and federal; information on school construction, local and state sources of funds.



Samuel Simmons, Conference Steering Committee and "faculty" member, at work with New Jersey board member Georgia Southern and the Rev. George B. Brooks, a Phoenix, Arizona school official.

Basic resources available to board members from government sources were reviewed and noted by workshop participants. Efforts will be made to get for every school board member a list of every Black official in the U.S. Department of Health, Education and Welfare.

Sunday, continued

4. CAMPAIGNING

J. T. McCain and James Felder of SEDFRE staff presented the basics of how to organize a community for political action, run a successful campaign for school board membership. The stress was on unifying the Black community behind a single candidate, defining broad issues which appeal to White as well as Black voters. Workshop participants brought their individual problems to the floor for discussion and for useful pointers both from the panelists and their fellow-conferees.

Final General Session

The final session of the Conference explained SEDFRE's follow-up Technical Assistance Program and provided a clue to how the assembled board members reacted to the four-day joint endeavor. There was spirited response to a suggestion from the chair that information and skill workshops might have been more fruitful if the group had been divided into workshops of "experienced" and "less experienced" board members. Here is a sampling of the reaction.

A young New York woman, member of a local governing board, summed up her feelings and got a roar of laughter from the whole group, including herself, as she revealed how far she had moved in self-awareness -- and how far she had yet to go:

"It has been a great experience for me. They learned from me, I from them. All have a lot to contribute. Old board members need what we've got. What they've got...well, maybe we could look at."

An older board member, from the Deep South, was also against dividing the group, even though it might well have meant more in-depth information and skill workshops. He felt he had gained tremendously from this exposure to younger people from the North: that he had been forced to listen to and understand criticisms it would have been near impossible to accept from one's own young people. He said:

"In my area, young people simply do not participate in public education. It was most interesting to me to see such concern on the part of young men and women. The experience may help me to stimulate similar interest in our young back home."

One further wrap-up comment by an experienced board member perhaps summarizes the way many of the older school officials felt:

"I got more out of the attitude sessions than the factual workshops. I did feel that this Conference never really resolved the basic question before it: separation versus integration. The question has not been resolved nationwide."

RECOMMENDATIONS

The following list of recommendations came out of Conference sessions, informal sessions at Airlie House among conferees, evaluations and subsequent correspondence and contacts with participants.

1. A Resource Center available to Black school board officials to help them organize and act at the state level: to analyze the financial structure of the state educational system, design a strategy and secure support for the implementation of their programs.
2. Development of a national strategy and action design for Black school board officials: to enable each to tie in and develop a suitable set of priorities in order to become effective in the local community.
3. A Communications Clearinghouse for Black school board officials. To disseminate new developments in legal, legislative and pressure programs, at the local, state and federal levels.
4. Formation of a Black education lobby, with a constituency of board members, parents, teachers, community activists, education-minded Black organizations, to press for legislative needs at the federal level.

National front to make changes in the system.

5. Index of Black businessmen, attorneys, recommended to Black board members who wish to see Black workers, middlemen and entrepreneurs get a slice of the pie in the "school business." State-by-state lists of construction firms, electricians, plumbers, school supply companies, etc. should be compiled and kept up to date for states in which there are board members who want to press such recommendations.
6. National public school holiday: the birthday of Martin Luther King.
7. National list of Black school administrators.
8. Systematic plan of action to utilize more effectively the resources available through the departments of education: helping board members mount concentrated pressures for decisions which will send more funds to schools serving Black communities.
9. Follow-up state or regional conferences: some for school board members, some for all newly elected Negro officials.
10. Exchange of information between SEDFRE-Conference participants and NSBA Black caucus group.
11. Book on supportive services for school-board members serving Black constituencies: fact-finding, typing, reaching with materials into the Black community.
12. Training sessions for potential New York City members of local governing boards.
13. Sensitivity training for various conflict/collaboration groupings: parent-teacher encounter groups, student-board member groups, etc.

14. On curriculum development, national effort is recommended in order to deal with special problems existing in Southern states with reference to history texts. On the local level, the creation of written material in lieu of texts or as supplements should be encouraged.
15. Model curricular materials should be located and/or developed and circulated to board members. Appropriate new texts should be identified on a list of books recommended for purchase by schools revitalizing their curricula.
16. Changes should be made in state laws to permit teacher recruitment from a larger group of people. Need for the development of criteria other than written credentials was also stressed: this could mean new criteria based on performance and potential: i.e. visits to employment sites, evaluation of past performance. Also, reforms should be made to correct problems arising from great variations in state standards.
17. In-service training programs and performance critiques are essentials if new curricula are to be effectively implemented: also work in teacher-training institutes.
18. Black board members must become experts in Black history in order to: succeed in getting it into the curriculum; insure it is properly taught; oversee committees studying and programming educational change.

EVALUATION

Shelby F. Lewis, Department of Political Science, Southern University, Baton Rouge, Louisiana, found the seminar:

...well-planned; the staff were exceptionally cordial and helpful; the atmosphere was informal and thus conducive to open and free discussion; and the materials made available for participants was excellent.

The size of information and skill workshops was not functional: too large for meaningful exchanges, Miss Lewis felt. Although these sessions proved useful for contacts and for discovering sources of aid and consultation, they were too large and diversified to meet individual problems and needs of participants. She thus suggested, as follow-up, (a) regional, state or district workshops for Conference participants and other Black officials not at the Airlie House meeting; (b) distribution of final report of Conference to centers, colleges, newly elected or appointed school board members.

The small groups seemed too diversified, also, to realize their full potential. Miss Lewis suggested that group assignments be based on participants' (a) geographic region; (b) size of school district; (c) type of school district -- the stage of desegregation or integration of school system being the determining factor; or (d) the specific need indicated on the pre-Conference questionnaire. (Each of these alternatives had been considered, but raised problems also. The final decision was to follow the conferees' preferences, and they themselves opted for exposure to diversity over limited topical or regional groupings.)

Comments from Participants' Evaluation Forms

What were the most desirable features of the Conference?

Small workshops were far and away the most popular feature of the Conference because they opened opportunities for "interchange of experience and know-how," for "meeting and interacting with other board members," for "reinforcement of our feeling of blackness and our responsibility to the Black community as board members."

What were the least desirable features of the Conference?

The schedule was "too tightly packed and restrictive," in one participant's view; "not structured enough to allow board member concerns to be developed," in another's opinion.

Several specified as undesirable "attempts to indoctrinate school board members," or attempts by some participants to "take meetings away from the moderator and speakers assigned to the group.

In what way was the Conference worthwhile to you?

Virtually all respondents singled out the exposure to other Black board members, their divergent problems and views. Many participants stressed the new degree of awareness gained in the four days: "understand our weaknesses better...." "the meetings of minds of people all over the country." Others found more practical values: "Answered certain specific questions I had regarding my job, raised other questions, made me more militant..." "Opportunity to learn techniques being used in other areas..." "I have not taken office yet. As a newly appointed Board member never having had any connection with one, I needed help and received so much..." "Gained information in several areas not formerly known."

For whom should similar workshops and seminars be repeated?

Most participants wanted more of the same: future meetings for new and potential Black board members. Others suggested seminars for "all Black officials"; Black administrators, community organizers in education"; "all Black educators."

What comments do you have about the composition of the group attending the Conference?

"Good," replied one trainee, adding the following note: "However, effort should be made not to let any one section of the country dominate the meetings of groups."

Several comments were outspokenly critical. "Should have been restricted to school board members only." "Non-board members should have been controlled or oriented. (The New York and Washington story need to be told only once.)" "...lack of common courtesy of some participants..."

Favorable comments were "Great," "Very good," and "Everybody had something to offer (except the press)."

The greatest portion of replies did not go overboard in either direction. "A

representative group for the job to be done," said one participant. "The divergence of opinion indicated an attempt to present different views," replied another, adding: "This is laudable."

What comments do you have about the speakers, resource persons, trainers?

Most speakers were rated excellent, some singled out as better than others, a few scored for their attitudes or the ways in which they presented their views. Resource persons were generally found "superb," or "most knowledgeable in their fields." Trainers were most often scored as excellent or very good, with a sprinkling of complaints about some trainers' lack of experience or professional detachment.

Other comments

"It would have been good to have scheduled a visit to Washington since many of us have never been there. It might have been possible to contact our Congressmen ahead of time, meet with them as a group, to indicate our togetherness and solidarity and state our goals and seek their support, or at least remind them that they must represent our needs as well."

"Do it again. The sensitivity phase of the program was new, informative and may I say 'shocking' but very revealing."

FOLLOW-UP: RESULTS AND PLANS

Follow-up work was requested by numerous board members, several asking for regional workshops to tackle problems of widespread concern in a particular area. Systematic handling of school-board officials' back-home problems is already underway. Specific requests for SEDFRE technical assistance have come from Board members from: Baltimore, Md.; Beaufort, S.C.; Compton, Calif.; Fort Wayne, Ind.; Islip, N.Y.; Seaside, Calif.; West Medford, Mass.; Wilmington, Del. As of this writing, SEDFRE has helped run a workshop for mental hygiene officials in Baltimore; a regional seminar for Black elected officials in Beaufort County, South Carolina; a Group-Building Laboratory for the Central Islip Community Action Center -- all direct outgrowths of Conference contacts.

Also, SEDFRE was requested to co-sponsor a Southwest Seminar for Latin Surname School Board Members -- some 100 Mexican American trainees from five states. Modeled after the Airlie House Conference, this seminar was run jointly by SEDFRE and LaRaza, an organization representing Mexican-Americans.

• APPENDIX •

FINAL AGENDA

National Conference of Black School Board Members

Airlie House
Warrenton, Virginia

January 30 - February 2, 1969

Sponsored by the Scholarship, Education and Defense Fund for Racial Equality, Inc.
164 Madison Avenue, New York, New York 10016

Morning: Warm-up sessions
Afternoon & Night: Goal-setting

THURSDAY, January 30th

1:30 - 2:00 P. M.	General Session: setting conference goals Ronnie Moore (small group assignments)
2:00 - 3:00 P. M.	Small Group Sessions: goal-setting Purpose is to set and examine conference goals with an emphasis on defining the current problems confronting Black school board officials.
3:00 - 4:30 P. M.	General Session: slide presentation on school construction Walter Mylecraine - Assistant Commissioner for Construction Loans, U.S. Department of Health, Education and Welfare, Office of Education.
5:00 - 6:30 P. M.	Cocktails
6:30 - 7:30 P. M.	Dinner
7:30 - 8:45 P. M.	General Session Panel of Speakers - Ronnie Moore, Chairman Aaron Brown, N.Y. C. Board of Education Nils R. Douglas, Chairman, Board of Directors, SEDFRE David Spencer, Chairman, Governing Board, I. S. 201, N. Y. C. Wesley Williams, former president, Washington, D. C. Board

Morning: Attitudes and community accountability
Afternoon & Night: Effective Black membership on school board committees

FRIDAY, January 31st

8:00 - 9:00 A. M.	Breakfast
9:00 - 9:30 A. M.	General Session: attitudes and community accountability. Film, <u>Encounter at Kwacha House</u> , portrays varied group of community people identifying problems and goals for action. Brief presentation on the special responsibilities of Black school board officials. Joseph Howell - Project Director, The Research Council of the Great Cities Program for School Improvement. Henry G. Smith - Chairman

9:30 - 12:30 P. M.	Small Group Sessions: exploring attitudes
10:45 - Coffee	Participants will reassemble according to original small group assignments. Goal: understanding similarities and differences and exploring the dynamics of collaboration and conflict.
12:30 - 1:30 P. M.	Lunch
1:30 - 2:00 P. M.	General Session: board committees Wesley Williams - former president, Washington, D. C. School Board. Ronnie Moore - Chairman

Exercise: each trainer will write on a card his personal selection of the Board Committee he would most like to serve on, and state one or two reasons why. Results will be tabulated for discussion.

Participants will alternate in attending three workshops that will run simultaneously.

2:00 - 3:30 P. M.	Workshop period #1
3:30 - 4:00 P. M.	Coffee
4:00 - 5:30 P. M.	Workshop period #2
6:30 - 7:30 P. M.	Dinner
8:00 - 9:30 P. M.	Workshop period #3

1. Personnel Committee - Session will open with a slightly off-the-topic short film: Trumpet for the Combo. Film raises a principle directly related to the basic decisions on personnel confronting school administrators and policy-makers.

Session will focus on special responsibilities of Black school board members serving on personnel committees. Members need the ability to identify able, competent superintendents who in turn will hire the right administrators and teachers.

Dr. William Carter - Director, Program Resources,
Bureau of Educational Personnel, U.S. Office of
Education

Joshua Smith - Project Specialist - Ford Foundation

Presiding: James L. Felder, Director, SEDFRE
Technical Assistance Program

2. Finance Committee - This workshop will tackle basics, like how to read and analyze a budget, plan programs, look for new sources of financing, evaluate site selection. Will include information on legislation, federal and state, offering aid to local school districts.

Geraldine Brooks - Fiscal Expert, Institute of Community Studies, Queens College of the City University of New York

Ronald Briggs - District Business Officer, I. S. 201 Complex, New York City

Dr. Sinclair Jeter - Dr. Edward W. Brice
Bureau of Higher Education, U. S. Office of Education

Presiding: Carl Rachlin, Director, SEDFRE
Legal Department

3. Curriculum Committee - Function of committee, particularly as it relates to curriculum more relevant to Black children. Film: Bakuba - The People of the Congo is one of four in a new series called "Black Heritage" developed for use in 11th and 12th grades.

Session will stress information to help trainees ask the right questions, and know what kind of answers to expect. Training in how to locate and tap outside resources for educational expertise.

Dr. William Holloway - Chief, East Coast Branch,
Division of Equal Educational Opportunities,
U. S. Office of Education

Edward D. Jefferies - Deputy Unit Administrator,
I. S. 201 Complex, New York City

M. Hayes Mizell - Senior Fellow in Southern and Negro History, Institute of Southern History, Johns Hopkins University

Evelyn Rich - Classroom teacher, New York City

Presiding: Shirley Lacy, SEDFRE Staff Associate

Morning: Case study in Black effectiveness (Trenton)
Afternoon & Night: Workshops on the educational product
and the educational system

SATURDAY, February 1st

8:00 A. M.

Breakfast

9:00 A. M. - 12:30 P. M. General Session: case study and training exercise on strategic planning for needed school reform.

10:45 - Coffee Purpose: to encourage Black school board officials and community activists to collaborate, despite differences, in order to accomplish the change of one thing in an educational system.

Ronnie Moore

12:30 - 1:30 P. M. Lunch

Participants will alternate in attending three workshops that will run simultaneously.

1:30 - 3:30 P. M. Workshop period #1

3:30 - 4:00 P. M. Coffee

4:00 - 6:00 P. M. Workshop period #2

6:30 - 7:30 P. M. Dinner

7:30 - 9:30 P. M. Workshop period #3

1. The Education Product - Session about the ideal: the end product of reforms being attempted in the existing school system. Film: A Chance for Change, documents a Head Start Program in Durant, Mississippi; stress is on efforts and willingness of parents to cooperate, and learn and work to bring their children a new kind of school for a new kind of life.

Focus of session will be on the Black child himself, the basic things he should be getting in and from school. Legal trends in desegregation, integration, consolidation. What integrated learning situations have to offer the Black child. Essentials the board member must know about new educational approaches and the limitations of older techniques.

Panel: Robert Collins, Esq.
 Collins, Douglas and Elie
 New Orleans, Louisiana

Jeanne Smith, M. D.
 Member Englewood, N. J. School Board

Barbara Simmons - education consultant,
 Washington, D. C.

Evelyn Rich

2. Understanding and Manipulating the Educational System - Information about the structure of government bodies, and the workings of school systems, both formal and informal. What are the basic reforms to be effected? Who are the major actors or enablers for these specific changes?

Panel: Dr. Edward W. Brice
Assistant to the Assistant Secretary of Education,
U. S. Department of Health, Education and Welfare,
Office of Education

Jean Fairfax
Director, Division of Legal Information and
Community Service, NAACP Legal Defense and
Educational Fund

Julius Hobson
Member, Washington, D. C. School Board

T. E. Patterson
Executive Secretary, Arkansas Teachers Associ-
ation, and member, Little Rock School Board

Samuel Simmons
Director of Field Services, U.S. Commission
on Civil Rights

3. Community Control - What is school decentralization? What is community control? What distinct advantages does each of these trends promise for improving the education of the Black child in the inner city? Do community people want control of their schools? Can laymen run educational systems? An attempt will be made to set the experiences of New York City's three demonstration school districts into perspective as the forerunner of a national movement.

Panel: Kenneth W. Haskins
Principal, Morgan Community School,
Washington, D. C.

David Spencer
Chairman, Governing Board, I. S. 201 Complex,
New York City

9:30 - 11:30 P. M.

Entertainment

Black Orpheus - This colorful musical drama set in modern Rio de Janeiro retells the tragic love story of Orpheus and Eurydice. He is a Brazilian street car conductor, she a country girl fleeing the murderous anger of a rejected lover. Storm of color and rhythm goes into scenes portraying Rio's carnival.

Skill development workshops,
followed by general session on
follow-up and conference evaluation

SUNDAY, February 2nd

8:00 A. M.

Breakfast

Participants will choose to attend two out of four skill development workshops.

9:00 - 10:15 A. M. Workshop #1

10:15 - 10:30 A. M. Coffee

10:30 - 11:45 A. M. Workshop #2

1. Negotiation - Theme of workshop will be that Black board members develop skill of negotiating at two levels: a) with school board members for Black community (or conversely with Black community for the school board); and 2) in collective bargaining with teachers.

Carl Rachlin - Director, SEDFRE Legal Department

David Helper - Staff Associate, SEDFRE

Ronnie Moore

2. Community Relations - Who are you talking to and how do you best get your message across? Public speaking; functioning in a meeting; visiting teachers, students, administrators in schools; opening lines of communication into the Black community; developing a network of aides to increase two-way communication between the Black board member and the total educational establishment and White community.

John Lawton - Field Director, Florida Education Association

M. Lee Montgomery - Coordinator, Neighborhood Services Program, Office of Urban Affairs, Temple University, Philadelphia, Pennsylvania

3. Campaigning - How to organize the community for political action, run a successful campaign for school board membership. Unifying the Black community behind a single candidate; defining broad issues to appeal to White voters as well.

James T. McCain - Director, Political Education, SEDFRE

Leon Shull - National Director, Americans for Democratic Action, Washington, D. C.

4. Research - Workshop will introduce data collection, listening, intelligence-gathering. Broad distinction will be made between information-gathering activities as carried out for data available from a) Black community and b) White community.

Dr. Nathan Pitts - Division of Assessment and Coordination, Bureau of Educational and Professional Development, U.S. Office of Education

Barbara Simmons - Education consultant, Washington, D. C.

11:45 A. M. - 12:30 P. M. General Session: follow-up and evaluation
James Felder and Ronnie Moore, SEDFRE

12:30 - 1:30 P. M. Lunch

R O S T E R

SCHOOL BOARD MEMBERS

Allen, Anita
301 Oneida Street, N.E.
Washington, D. C.

Andrews, Madeleine
89 Arlington Street
West Medford, Massachusetts

Berry, George O.
983 St. Anthony Avenue
St. Paul, Minnesota

Biswas, Prosanto K.
608 South Main
Tuskegee, Alabama

Brooks, Rev. George B.
1923 East Broadway
Phoenix, Arizona

Brooks, Gilbert
1853 Conway Street
Milpitas, California

Brown, Aaron
1468 President Street
Brooklyn, New York

Brown, Christopher
485 Orchard Lake
Pontiac, Michigan

Bryant, Andrew
283 East Albert Street
Rahway, New Jersey

Bryant, Roscoe C.
138 East 9th Avenue
Roselle, New Jersey

Butler, Asberry
4902 Scott Street
Houston, Texas

Byron, Richard A.
River Road
Calverton, New York

Casey, Joseph
610 Eastway Drive
Marion, Indiana

DeFrantz, Robert
5246 Cornelius
Indianapolis, Indiana

Dumas, Rhetaugh (Mrs.)
220 Osborn Avenue
New Haven, Connecticut

Eagleton, Wilbert
508 Cypress Drive
Crosby, Texas

Echols, Sylvester
3900 Cypress Street
Sacramento, California

Ewing, Morris M.
11660 Hugo Avenue
Los Angeles, California

Ezell, William
28438 Michigan Avenue
Inkster, Michigan

Fletcher, William
600 Nebraska
Kansas City, Kansas

Gibson, Larry S.
15 Charles Plaza
Baltimore, Maryland

Gibson, Thomas
602 South Sloan Street
Compton, California

Goosby, Zuretti
299 Maywood Drive
San Francisco, California

Griffin, James M.
3700 Winterbourne Road
Baltimore, Maryland 21201

Griffin, Charles B.
4831 Mississippi Court
Jacksonville, Florida

Harris, Robert T.
405 West School Street
Compton, California 90220

ROSTER OF SCHOOL BOARD MEMBERS

(Cont'd)

Hobson, Julius
2801 Queens Chapel Terrace, N. W.
Washington, D. C.

Howell, Mary Jo
1100 E. Hillsdale Blvd.
Foster City, California 94404

Jacobs, Jessie (Mrs.)
419 West 40 Street
Indianapolis, Indiana 46208

Jenkins, Matthew
704 West Tichenor
Compton, California

Jones, Hilary H. (Jr.)
1008 Church Street
Norfolk, Virginia

Jordan, Clyde C.
413 St. Louis Avenue
East St. Louis, Illinois 62201

LeBlanc, Roy
719 North Porter
Okmulgee, Oklahoma

Lee, Isabel A.
707 Church Street
Indianola, Mississippi

Lockett, Dr. Harold
319 Brookside Drive
Ann Arbor, Michigan

Lucas, Leo A.
736 Argonne Drive
Dayton, Ohio 45408

Millard, Thomas
723 Mosswood Avenue
Orange, N. J. 07050

Miller, Arthur H.
1863 Collegiate Circle
Pine Bluff, Arkansas 71601

Mitchell, Frieda
P. O. Box 54
Sheldon, South Carolina 29941

Palmer, Dennis
615 Spring Avenue
Steubenville, Ohio 43952

Patterson, Paul
110 South 8th Street
Richmond, Indiana 47374

Patterson, T. E. (Mr.)
1306 Wright Avenue
Little Rock, Arkansas 70764

Pritchett, Doris
1136 Locust
Camden, New Jersey 08103

Reynolds, Ernest B.
49 Otis Street
West Babylon, New York 11704

Robinson, Jesse
1702 N. Wilmington Avenue
Compton, California 90222

Sells, William
759 Doane Avenue
Bellport, New York

Shields, Rev. Landrum
1055 Pomander Place
Indianapolis, Indiana

Simms, Charles L.
2913 N. Harrison Street
Wilmington, Delaware 19802

Smith, Dr. Jeanne
347 Webster Avenue
Englewood, New Jersey 07631

Smith, Sherman W.
1955 Grandview
Seaside, California 93955

Southern, Georgia
571 East Hazelwood Avenue
Rahway, New Jersey 07065

Steverson, Roscoe
14102 Nestor Avenue
Compton, California

ROSTER OF SCHOOL BOARD MEMBERS

(Cont'd)

Streeter, Rev. Emmett T.
2439 Evans Street
Omaha, Nebraska 68111

Taft, William H.
1496 Louisiana Street
Beaumont, Texas 77701

Thompson, Alzue
1634 East 124 Street
Compton, California

Tindall, Alphonso
7 Bellevue Road
New Haven, Connecticut

Todd, Clarence
1105 Douglas Street
Fredericksburg, Virginia

Towler, Rev. Daniel L.
1355 Coronet
Pasadena, California 91107

Tucker, Dr. Walter R.
501 West Tichenor
Compton, California

Vaughn, Chester
1230 Brookside Road
Piscataway, New Jersey 08854

Wise, Emmet
819 West 7th Street
Michigan City, Indiana 46360

Wise, Dr. C. Rogers
Route #2 - Box 401
Cheyenne, Wyoming 82001

Wyatt, Rev. Lawrence
2815 Oliver Street
Fort Wayne, Indiana 46806

CANDIDATES FOR SCHOOL BOARD POSTS

Fraser, James C.
P.O. Box 88
Bluffton, South Carolina

Roberts, Cecil
P.O. Box 3823
Little Rock, Arkansas

James, Rev. J. E.
P.O. Box 466
Summerton, South Carolina

Smith, Harnitha Coke
Route 1, Box 63-A
Taylors, South Carolina

LOCAL BOARD MEMBERS

Brockington, Hannah
I. S. 201 Complex Governing Board
New York, New York

Mills, Gloria
Two Bridges District Governing Board
New York, New York

Edwards, Babette
I. S. 201 Complex Governing Board
New York, New York

Stevens, Vera
Morgan Community School Governing
Board
Washington, D. C.

French, Mary
Morgan Community School Governing
Board
Washington, D. C.

Waldron, Maxine
I. S. 201 Complex Governing Board
New York, New York

Gill, Barbara Ann
I. S. 201 Complex Governing Board
New York, New York

White, Gardenia
Two Bridges District Governing Board
New York, New York

Jones, Ruby
Two Bridges District Governing Board
New York, New York

OTHER PARTICIPANTS *

(Partial Listing)

Craig, Thelma
Parent Representative
Yantley, Alabama

Hancock, Allen
Elementary School Principal
Michigan City, Indiana

Horry, Marilyn
Volunteer Aide to I. S. 201
Complex Governing Board Staff
New York, New York

Johnson, Edwina C.
"Guide for Teachers" Representative
Cambria Heights, New York

Kelly, Berlin
Staff Member, I. S. 201 Complex
Governing Board Staff
New York, New York

Lewis, Miss Shelby T.
Administrative Staff, Southern Univ.
Baton Rouge, Louisiana

McCoy, Carmen
Researcher, Institute of Community
Studies, Queens College
Flushing, New York

Maxwell, Lorraine
Researcher, Institute of Community
Studies, Queens College
Flushing, New York

Noflin, Rev. George B.
Community Spokesman, Future Board
Candidate
Weyanoke, Louisiana

Reeves, Frank
MARC Representative & Howard Univ.
Law Professor
Washington, D. C.

Samuel, William H. (Jr.)
Louisiana Voter Education Project
Plaquemine, Louisiana

Stratten, James E.
Member, Education Commission of the
States & Former San Francisco
School Board Official
San Francisco, California

*Press, and others who attended only a single session are not listed.

CONFERENCE STEERING COMMITTEE

(* Starred members not present at Conference)

Brown, Aaron
Member, New York City Board of Education
and Professor, Long Island University

* Brewer, John
Assistant Superintendent of Schools
Pittsburgh, Pennsylvania

Howell, Joseph
Project Director
The Research Council of the Great Cities Program for School Improvement

Holloway, William J.
Chief, East Coast Branch
Division of Equal Educational Opportunities
Office of Education

* James, J. C.
Office of Education

Montgomery, M. Lee
Coordinator, Neighborhood Services Program
Office of Urban Affairs, Temple University
Philadelphia, Pennsylvania

Patterson, T. E.
Executive Secretary, Arkansas Teachers Association and Member, Board of
Education
Little Rock, Arkansas

Rich, Evelyn
Classroom Teacher
New York, New York

Simmons, Samuel
Director of Field Services
U.S. Commission on Civil Rights
Washington, D. C.

* Simms, Gregory
New Jersey Community Action Training Institute

Smith, Jeanne, M. D.
Member, Board of Education
Englewood, New Jersey

* Wilcox, Preston
Chief Consultant
I. S. 201 Complex Community Education Center
New York, New York

SEDFRE STAFF

Marvin Rich
President

Ronnie M. Moore
Executive Director

James Felder, Esq.
Director
Technical Assistance Program

Shirley Lacy
Director
Leadership Development Program

Carl Rachlin, Esq.
Director
Legal Division

Group Trainers

Edward L. Cole
(Jackson, Miss.)

Andres Flores

Spiver W. Gordon
(Tallahassee, Fla.)

Hattie Graves

David Helper

Robert Jackson
(Gary, Indiana)

James T. McCain
(Sumter, S. C.)

Pamela McCoy

Fred Preston
(Hartford, Conn.)

Henry G. Smith, Jr.

Reporting and Clerical Staff

Laree Bell, Administrative Assistant

Mary Baltimore (Washington, D. C.)

Carol Moore

Frances Sullivan

Jacqueline Turner

Susie Waldman

MATERIALS

(Partial Listings)

Printed material pertinent to each session was specially selected or written and distributed to conferees in daily kits. In addition, resource people distributed additional materials in sessions or in lobby displays. Films are listed in the agenda.

SEDFRE MATERIALS

"African Studies Curriculum. " Modified version of a syllabus for a 12th grade course on African Studies prepared by Mrs. Evelyn J. Rich for the New York City of Board of Education, Office of Curriculum. 23 pp. mimeo.

"Black Life and the Black Curriculum. " Workshop background paper prepared by Dr. Jeanne Smith. 3 pp. mimeo.

Change Comes to Trenton Schools: A Study in Procedure and Strategy for Needed School Reform. 16-page pamphlet.

"The History and Development of School Boards." Backgroundpaper by Dr. Aaron Brown, January 1969. 42 pp. mimeo.

How to Raise Money for Community Action. 23-page pamphlet.

Negotiation: A Tool for Change. 18-page pamphlet.

"The Meaning of Community Control. " Written by Preston R. Wilcox, reproduced by SEDFRE. 6 pp. mimeo.

A New Program to Assist Newly Elected Negro Officials. 6-page brochure.

"Parents Look at Their Children's Schoolbooks: A Model Community Survey of Textbooks Used in an Elementary School. " Prepared by a Select Committee of the Cadwalader Parent Teacher's Association, reprinted by SEDFRE. 11 pp. mimeo.

Political Strength -- How to Get It. 22-page pamphlet.

Public Relations: How to Use It. 20-page pamphlet.

"State School Board Association Resource Material for School Board Members. " A bibliography. 4 pp. mimeo.

"The Track System, Malperformance and Teacher Expectations: A Bibliography." Prepared by Nancy Mamis and Preston R. Wilcox, Committee for Education, and reproduced by SEDFRE. 4 pp. mimeo.

"Trainer's Guide for Change Comes to Trenton Schools. " 10 pp. mimeo.

BOOKS (Purchased and distributed by SEDFRE)

Black Pride, by Don L. Lee. Verse. Broadside Press, Detroit, 36 pp.

A Guide for School Board Members, by Gloria Dapper and Barbara Carter. Follett. 169 pp.

State School Finance Laws Handbook. National School Boards Association. 68 pp.

Teachers' Guide to American Negro History, by William Loren Katz. Quadrangle Paperback Original. 192 pp.

GOVERNMENT MATERIALS

Educational Parks. U.S. Commission on Civil Rights, Clearinghouse Publication No. 9. 104 pp.

Fact Book, Office of Education Programs. June 1968. 95 pp.

The Federal Role in School Desegregation in Selected Virginia Districts. U.S. Commission on Civil Rights, Sept. 1968. 45 pp.

"The One-Room Schoolhouse and How It Grew." Reprinted from American Education. Office of Education. May 1967. 8 pp.

Process of Change: The Story of School Desegregation in Syracuse, New York. U.S. Commission on Civil Rights, Clearinghouse Publication No. 12, 28 pp.

"Projections of Public School Facilities Needs." Reprinted from Congressional Record, July 18, 1968, Vol. 11a, No. 124. 8 pp.

Reinforcing the Role of States in Education. Office of Education. 71 pp.

Schools CAN Be Desegregated. U.S. Commission on Civil Rights. 16 pp.

State Programs for Public School Support. U.S. Department of HEW, Office of Education. 113 pp.

Title I / Year II. Office of Education. 132 pp.

"Urban Design-Athon." Reprinted from November 1968 American Education. U.S. Dept. HEW, Office of Education. 3 pp.

"Urban Education." Reprinted from American Education, November 1968. Office of Education.

CATERORIZATION OF SCHOOLS

SCHOOL NAME	SCHOOL TYPE	EDUCATIONAL FUNDING	EDUCATIONAL WARD	ECONOMIC STATUS	READING SCORE
Anacostia (1)	Elementary	None (0)	(1-8)	(160 - 199) (1)	1st Grade (1)
Center City (2)	Elementary	Impact Aid (1)		(200 - 299) (2)	2nd Grade (2)
East of Park (3)	Elementary	Title I/		(300 - 399) (3)	3rd Grade (3)
West of Park (4)	Elementary	Impact Aid (2)		(400 - 499) (4)	4th Grade (4)
Anacostia (5)	Elementary			(500 - 599) (5)	5th Grade (5)
Community School (6)	Community			(600 - 714) (6)	5th Grade (5)

Regular

Anacostia	Alton	1	1	7	1	4
	Beers	1	0	7	6	1
	Benning and Annex	1	1	7	3	1
	Burrville	1	1	7	2	2
	Davis and Annex	1	0	7	4	3
	Drew and Annex	1	1	7	2	4
	Garfield	1	0	8	3	4
	Harris	1	0	7	2	4
	Hendley	1	1	8	4	3
	Hendley Annex 1	1	1	8	4	-
	Hendley Annex 2	1	1	8	4	4
	Houston	1	1	7	2	4
	Kenilworth	1	1	7	2	5
	Ketcham	1	0	8	4	4

CATEGORIZATION OF SCHOOLS

ADMINISTRATIVE UNIT	SCHOOL NAME	GEOGRAPHIC AREA	FEDERAL FUNDING	ELECTION WARD	ECONOMIC STATUS	READING SCORE
		Anacostia (1) Center City (2) West of Park (3) Model Schools (4) Anacostia Project (5) Community School (6)	None (0) Impact Aid (1) Title I/ Impact Aid (2)	(1-8)	(100 - 199) (1) (200 - 299) (2) (300 - 399) (3) (400 - 499) (4) (500 - 599) (5) (600 - 714) (6)	1st Quintile (1) 2nd Quintile (2) 3rd Quintile (3) 4th Quintile (4) 5th Quintile (5)
Ketcham Annex		1	0	8	4	5
Kimball and Annex		1	0	7	5	2
Merritt		1	1	7	3	3
Nalle		1	0	7	2	2
Nichols Ave.		1	1	8	2	1
Orr		1	1	7	4	3
Patterson		1	0	8	5	2
Plummer		1	0	7	3	2
Randle Highlands		1	0	7	6	1
Richardson		1	1	7	2	4
River Terrace		1	1	7	4	2
Shadd		1	1	7	3	5
Simon		1	0	8	4	3
Smothers		1	1	7	3	1
Stanton		1	0	7	4	3

CATEGORIZATION OF SCHOOLS

SCHOOL NAME	CLOSURE AREA	REPAIR FUNDING	ELECTION WARD	ECONOMIC STATUS	READING SCORE
Anacostia (1)	None (0)	(1-8)	(100 - 199) (1)	1st Grade (1)	
Center City (2)	Impact Aid (1)		(200 - 299) (2)	2nd Grade (2)	
West of Park (3)	Title I/		(300 - 399) (3)	3rd Grade (3)	
Model Schools (4)	Impact Aid (2)		(400 - 499) (4)	4th Grade (4)	
Anacostia Project (5)			(500 - 599) (5)	5th Grade (5)	
Community School (6)			(600 - 714) (6)		

Regular Center City	Thomas	1	1	7	3	3
	Amidon	2	1	2	6	5
	Barnard	2	0	4	5	2
	Blow	2	0	6	3	3
	Bowen	2	1	2	3	5
	Brent	2	1	6	5	1
	Brightwood	2	0	4	6	1
	Brookland	2	0	5	5	2
	Bryan	2	1	6	3	2
	Buchanan	2	1	6	3	3
	Bunker Hill	2	0	5	6	1
	Burroughs	2	0	5	5	1
	Carver	2	1	7	2	4
Clark	2	0	4	4	3	

CATEGORIZATION OF SCHOOLS

ADMINISTRATIVE UNIT	SCHOOL NAME	GEOGRAPHIC AREA	FEDERAL FUNDING	ELECTION WARD	ECONOMIC STATUS	READING SCORE
		Anacostia (1) Center City (2) West of Park (3) Model Schools (4) Anacostia Project (5) Community School (6)	None (0) Impact Aid (1) Title I/ Impact Aid (2)	(1-8)	(100 - 199) (1) (200 - 299) (2) (300 - 399) (3) (400 - 499) (4) (500 - 599) (5) (600 - 714) (6)	1st Quintile (1) 2nd Quintile (2) 3rd Quintile (3) 4th Quintile (4) 5th Quintile (5)
Cook, J. F.		2	2	2	1	5
Crummell and Annex		2	1	5	3	5
Eckington		2	1	5	2	4
Edmonds		2	2	6	3	2
Emery		2	1	5	3	3
Gage		2	1	1	6	3
Gibbs		2	0	6	3	3
Giddings		2	1	6	2	5
Goding		2	2	6	2	3
Keene and Annex		2	0	5	6	1
Kingsman		2	0	6	2	2
Langdon		2	0	5	3	2
Langston		2	2	2	1	5
LaSalle		2	0	5	6	1
Leckie		2	0	8	5	2

CATEGORIZATION OF SCHOOLS

ADMINISTRATIVE UNIT	SCHOOL NAME	GEOGRAPHIC AREA	FEDERAL FUNDING	ELECTION WARD	ECONOMIC STATUS	READING SCORE
		Anacostia (1) Center City (2) West of Park (3) Model Schools (4) Anacostia Project (5) Community School (6)	None (0) Impact Aid (1) Title I/ Impact Aid (2)	(1-8)	(100 - 199) (1) (200 - 299) (2) (300 - 399) (3) (400 - 499) (4) (500 - 599) (5) (600 - 714) (6)	1st Quintile (1) 2nd Quintile (2) 3rd Quintile (3) 4th Quintile (4) 5th Quintile (5)
Lenox		2	1	6	3	4
Lewis		2	2	1	2	3
Logan		2	2	6	2	5
Lovejoy		2	1	6	3	5
Ludlow Taylor		2	2	6	2	4
Madison		2	2	6	2	5
Maury		2	1	6	2	4
Miner		2	1	6	1	4
Mott		2	2	1	1	5
Noyes		2	0	5	4	2
Payne		2	1	6	2	4
Peabody		2	0	6	5	5
Perry		2	2	2	2	5
Petworth		2	1	4	4	2
Powell		2	0	4	5	2

TABLE B-1

CLASSIFICATION OF SCHOOLS

SCHOOL NAME	STUDENT POPULATION	STUDENT RACE	STUDENT SEX	STUDENT ECONOMIC STATUS	STUDENT ACADEMIC SCORE
Immaculate (1)	None (0)	(1-8)	(100 - 199) (1)	100	(1)
Concor City (2)	Impact Aid (1)		(200 - 299) (2)	100	(2)
West of Park (3)	Title I/		(300 - 399) (3)	100	(3)
Model Schools (4)	Impact Aid (2)		(400 - 499) (4)	100	(4)
Immaculate Project (5)			(500 - 599) (5)	100	(5)
Community School (6)			(600 - 714) (6)	100	(6)
Powell Annex	2	0	4	5	2
Rudolph	2	0	4	5	2
Shepherd	2	0	4	6	1
Simmons	2	2	2	2	5
Slater	2	2	2	1	4
Slowe	2	0	5	4	3
Stevens	2	0	3	6	2
Sumner	2	1	2	-	2
Syphax	2	1	2	3	1
Takoma	2	0	4	5	1
Thomson	2	1	2	3	2
Truesdell	2	0	4	4	3
Tyler	2	1	6	3	5
Van Ness	2	1	6	1	3
Walker-Jones	2	2	2	2	3

CATEGORIZATION OF SCHOOLS

TELEPHONE NUMBER	SCHOOL NAME	GEOGRAPHIC AREA	FEDERAL FUNDING	DIRECTION WARD	ECONOMIC STATUS	READING SCORE
		Incomplete (1) Center City (2) West (3) North (4) Annex (5) Comm. (6)	None (0) Impact Aid (1) Title I/ Impact Aid (2)	(1-8)	(100 - 199) (1) (200 - 299) (2) (300 - 399) (3) (400 - 499) (4) (500 - 599) (5) (600 - 714) (6)	1st Quintile (1) 2nd Quintile (2) 3rd Quintile (3) 4th Quintile (4) 5th Quintile (5)
	Watkins	2	1	6	3	4
	Weatherless	2	0	7	3	5
	Webb	2	1	5	3	2
	West	2	0	4	6	1
	Wheatley	2	1	5	3	3
	Whittier	2	0	4	5	2
	Wilson	2	2	6	2	4
	Woodridge	2	0	5	4	2
	Young	2	1	5	3	3
Regular						
West of Park	Eaton	3	0	3	6	1
	Fillmore	3	0	3	6	1
	Hardy	3	0	3	6	1
	Hearst	3	0	3	6	1
	Hyde	3	0	3	6	2

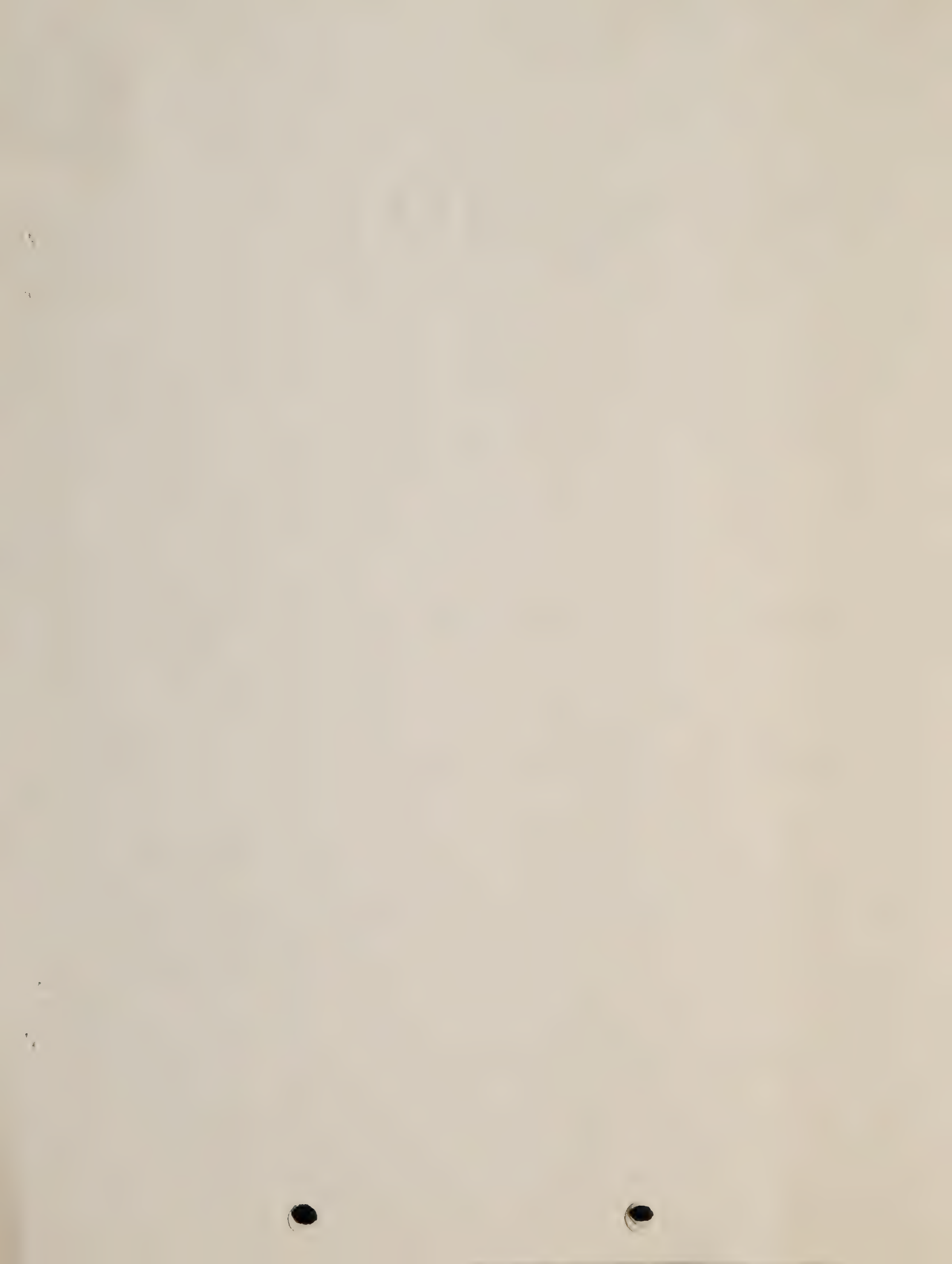


TABLE B-1

CATEGORIZATION OF SCHOOLS

ADMINISTRATIVE UNIT	SCHOOL NAME	GEOGRAPHIC AREA	FEDERAL FUNDING	ELECTION WARD	ECONOMIC STATUS	READING SCORE
		Anacostia (1) Center City (2) West of Park (3) Model Schools (4) Anacostia Project (5) Community School (6)	None (0) Impact Aid (1) Title I/ Impact Aid (2)	(1-8)	(100 - 199) (1) (200 - 299) (2) (300 - 399) (3) (400 - 499) (4) (500 - 599) (5) (600 - 714) (6)	1st Quintile (1) 2nd Quintile (2) 3rd Quintile (3) 4th Quintile (4) 5th Quintile (5)
	Janney	3	0	3	6	1
	Key	3	0	3	6	1
	Lafayette	3	0	3	6	1
	Mann	3	0	3	6	1
	Murch	3	0	3	6	1
	Oyster	3	0	3	6	1
	Stoddert	3	0	3	6	1
Model Schools	Bancroft	4	1	4	4	3
	Bruce	4	1	1	3	3
	Bundy	4	2	2	1	5
	Cleveland	4	2	2	1	4
	Cooke, H. D.	4	1	1	4	5
	Garrison	4	2	2	2	5
	Grinke	4	2	1	1	5

CATEGORIZATION OF SCHOOLS

ADMINISTRATIVE UNIT	SCHOOL NAME	GEOGRAPHIC AREA	FEDERAL FUNDING	ELECTION WARD	ECONOMIC STATUS	READING SCORE
		Anacostia (1) Center City (2) West of Park (3) Model Schools (4) Anacostia Project (5) Community School (6)	None (0) Impact Aid (1) Title I/ Impact Aid (2)	(1-8)	(100 - 199) (1) (200 - 299) (2) (300 - 399) (3) (400 - 499) (4) (500 - 599) (5) (600 - 714) (6)	1st Quintile (1) 2nd Quintile (2) 3rd Quintile (3) 4th Quintile (4) 5th Quintile (5)
	Harrison	4	2	1	1	4
	Meyer	4	1	1	2	5
	Monroe	4	1	1	2	4
	Montgomery	4	2	2	1	4
	Park View	4	1	1	2	4
	Raymond	4	0	1	4	2
	Seaton	4	2	2	2	4
	Tubman	4	0	1	3	5
Anacostia Project Schools						
	Birney	5	1	8	1	4
	Congress Hts.	5	0	8	5	2
	Draper	5	1	8	3	3
	Green	5	0	8	2	1
	McGogney	5	0	8	3	4
	McGogney Annex	5	0	8	3	5

ORGANIZATION OF SCHOOLS

NAME	ORGANIZATIONAL AREA	EDUCATIONAL FUNDING	DIRECTION WARD	ECONOMIC STATUS	READING SCORE
	Amecosta (1)	None (0)	(1-8)	(100 - 199) (1)	1st Quintile (1)
	Center City (2)	Impact Aid (1)		(200 - 299) (2)	2nd Quintile (2)
	West of Park (3)	Title I/		(300 - 399) (3)	3rd Quintile (3)
	Model Schools (4)	Impact Aid (2)		(400 - 499) (4)	4th Quintile (4)
	Amecosta Project (5)			(500 - 599) (5)	5th Quintile (5)
	Community School (6)			(600 - 714) (6)	

Community Controlled Schools

Moten	5	0	8	3	3
Savoy	5	0	8	2	3
Turner	5	1	8	1	4
Adams	6	1	1	5	5
Morgan Annex	6	1	1	3	-
Morgan	6	1	1	3	-

Adams	11	1040	318	245,447	17	242,839	392	331
Burroughs	11	1,094	37	192,204	20	844,461	272	1367
Burroughs	11	1,071	59	4,316	20	414,308	385	646
Trapper	1	1,544	1	402,712	5	415,129	342	2,772
Green	28	1,540	28	452,618	4	454,429	334	2,772
Hendley	21	1,529	27	404,294	15	414,520	317	14,421
MCGonley	23	1,555	23	345,241	13	413,974	306	18,591
OTT	21	371	27	121,730	12	124,580	335	2,070
Townson	11	1,292	44	412,191	16	476,701	370	2,070
Philosophy	11	720	50	281,081	15	259,081	360	725
Townsend, New	4	950	44	300,872	17	364,477	401	1,149
Raymond	5	1,000	53	267,525	12	385,712	386	513
East Town	5	537	53	222,240	9	282,315	426	1,091
Barclay	4	1,081	43	384,618	14	385,719	357	2,278
Simon	31	1,197	37	402,524	26	404,167	338	1,091
Townsend	15	1,077	73	403,859	12	420,131	461	2,278
Whitman	6	601	63	245,510	25	245,517	405	221
Felby	8	274	57	185,597	11	192,871	703	7,294
7,900	7,714	7,844	2,640,355	361				
Fewers	921	741	46	335,016	14	341,606	371	6,630
Stowe	1,830	1,319	55	214,102	16	284,628	384	296
Kimball	659	552	54	384,148	6	286,120	345	1,373
Nope	552	552	25	431,333	13	432,589	328	1,373
Tolliver	591	591	54	258,733	19	258,640	394	914
West	1,212	1,212	56	183,106	17	218,810	445	502
1,212	1,212	1,212	20	437,447	23	263,051	445	238
Brookland	369	369	43	437,447	13	438,520	462	238
Kendall Highlands	446	446	75	155,780	8	156,200	423	421
GRANT	128	128	27	153,486	13	156,151	350	2,164
			54	77,440	12	77,943	607	503

1/19/45

1/19/48

	Expenditure Per Pup. 11	Average Daily Maintenance	Total Expenditure From 2 Pup. 11 Bal. 11	Total Expenditure Per Pup. 11	Average Expenditure Per Pup. 11	Total Expenditure Qual. 11 and Expenditure	Average Expenditure Per Pup. 11	Total Expenditure
Stations	337	11610	14,166,853	8	168,499	500	10,000	
Corporation - H. H. Amy	901		229,341	14	290,441	322	400	
Cook, H. D.	1,097		346,105	10	22,102	384	24,111	
Davis + Amy	1,543		575,097	11	577,241	374	5,165	
Drew	981				307,228	314	7,211	
Emery	645				298,704	434	1,241	
Gary	433		159,157	17	152,516	376	3,377	
Geigley	1,068		347,912	12	302,123	328	1,241	
Godwin	940				420,141	432	2,117	
Harrison	912		335,227	13	340,104	373	4,107	
Ketchum + Amy	917		341,111	11	351,357	342	11,146	
Merritt	552				254,041	416	5,117	
Morgan + Amy	731				401,241	550	1,223	
Mullen	1,433				491,141	343	1,618	
Nalle	802				316,111	363	5,117	
Plummer	1,141				401,241	334	4,244	
Richardson	1,042				420,141	419	1,400	
Stoddard + Amy	516				370,105	423	5,450	
Stanton - Amy	1,396				500,104	370	1,359	
Turkey	944				341,121	362	1,317	
Brent	1,026				341,121	474	1,317	

ECANAL	2731	50,111,710	21	10,111	423	2,111
CAVEEL	712	134,651	13	140,949	437	4,217

6000-6199

17455 R

6,111,111 R

Exit!
MOM

NAME OF
SCHOOL BY
INCOME LEVEL

NAME OF SCHOOL BY INCOME LEVEL	Aver. Daily Membership	Per Pupil	Total Expend. from Regular Budget	Books Per Pupil	Aver. Expenditure PER PUPIL By Funds	Total Expenditures Regular Budget And ESEA FUNDS	AVER. Expenditure PER PUPIL	
3,999 & UNDER								
Birney	1092		406,542	16	372	436,263	399	29,721
Bundy	354		312,331	15	798	280,624	798	293
Cleveland	548		323,718	25	408	335,131	429	11,544
Cook, J.F.	500		311,867	16	443	279,402	493	21,135
Grimke	666		316,422	12	475	317,023	476	590
Harrison	658		270,121	14	411	298,590	454	22,217
Kenilworth	903		389,485	14	464	412,172	434	21,117
Langston-	279		111,709	15	391	122,081	437	10,377
Montgomery	591		239,283	17	405	253,227	429	13,745
Mott	737		322,995	13	438	331,771	450	5,784
Nichols Ave	731		241,123	17	330	251,333	344	10,711
Seaton	316		134,237	28	437	159,598	506	21,505
Simmons	431		217,201	17	436	305,057	463	17,716
Syphax	405		217,401	12	389	325,206	425	7,725
Thomas	216		381,437	9	387	403,914	410	1,557
Thomson	511		219,586	13	416	222,347	421	7,322
Van Ness	884		321,144	12	363	337,406	381	16,261
Walker Jones	657		281,829	20	429	303,619	462	21,789
Slater	236		106,352	22		115,362	489	9,010
Morse	219		107,799	19		113,697	509	5,877
Perry	340		212,382	17		236,567	656	21,415
Lehigh Annex	533		237,453	16	446	215,911	483	2,131
4,000 - 4,999								
Aiton	1,064		366,123	18	344	387,645	364	20,922
Amidon	610		284,117	23	466	290,617	475	5,940
Bennings & Anney	508		182,558	19	359	183,454	361	897
Blow	206		93,604	12	432	107,300	521	14,091
Bruce	514		256,127	16	474	274,307	528	17,361
Bryan	851		346,137	17	407	370,140	435	24,003
Butcher	674		263,441	15	372	273,291	405	9,350
Burrville	241		249,244	12	445	258,760	461	8,877
Carmichael	467		203,622	17	436	224,444		852
Carroll	248		135,384	14		135,640	346	251
Curtison	1,025		317,468	20	379	411,113	394	15,625
Gibbs	1,017		304,712	14	301	367,676	361	2,865
Giddings	474		228,736	13	476	241,758	498	9,933
Harris	1,162		404,046	6	341	418,416	360	14,370
Hayes	220		107,495	14		115,597	525	8,084
Kinsman	715		297,723	24	409	297,723	409	
BLAIR	219		103,716	no H admit	474	109,684	502	5,697
Lewis	713		281,163	27	314	301,596	423	2,432
Logan & Anney	75		310,119	13	413	353,521	413	43,222
Mitchell	274		263,735	15	212	280,116	47	18,392
Maurer	542		267,331	24	316	120,280	439	7,481
Mayer	1,228		431,172	10	372	224,571	415	17,330
Mittler	913		311,411	16	375	458,087	373	815
Monroe	813		297,436	11	478	378,895	402	11,494
Park View	975		420,851	12	432	360,109	490	673
Taine	231		381,707			427,296	432	6,445
Summers	62		261,427			332,218	378	311
Tyler	267		107,605	10			418	3,487
Watkins	955		367,120	14		108,673	475	1,008
Webb	1,112		311,121	13	317	344,920	413	28,030
Wheatley	724		401,703	14	404	412,340	352	15,814
Young	815		352,510	15	391	402,532	407	764
Wilson, J.O.	1,324		419,364	8	321	360,478	403	7,592
Pierce	865		354,103	11		494,174	328	2,919
Ludlow	254		113,462	17		399,021	461	44,779
Taylor	203		83,718	17		131,046	516	17,584
	267		160,428	16		90,943	447	7225
						110,037	412	9609

Crossed different years Elementary Schools

1965-66

Predominantly white Schools (with brown tracks)

H	Enton	$\frac{353W}{39B}$
H	Filmone	$\frac{114W}{16B}$
H	Handy	$\frac{152W}{22B}$
H	Henst	$\frac{268W}{25B}$
H	Hyde	$\frac{93W}{18B}$
H	Jamney	$\frac{441W}{7B}$
H	Key	$\frac{152W}{720W}$
H	Lafayette	$\frac{4B}{239W}$
H	Mann	$\frac{2B}{625W}$
H	Munch	$\frac{11B}{247W}$
H	Oyston	$\frac{25B}{219W}$
H	Patterson	$\frac{254B}{132W}$
H	Stoddert	$\frac{5B}{132W}$

Oct 21, 1965

(no special education line)

70,303 Black

10,790 Blue

\$1093 Blue

white 1312 W

6891 W

8153 white

Chart 9

Predominantly Negro Schools (with brown tracks)

Amidon	$\frac{228W}{347B}$
Beers	$\frac{62W}{782B}$
Doughton	$\frac{77W}{643B}$
Bryan	$\frac{17W}{725B}$
Burroughs	$\frac{14W}{971B}$
Jackson	$\frac{35W}{51B}$
Keene	$\frac{24W}{913B}$
Low Sells	$\frac{7W}{1005B}$

Randal High	$\frac{170W}{219B}$
Richardson	$\frac{442B}{3W}$
Reese Terrace	$\frac{361B}{241W}$
Shepherd	$\frac{278B}{278B}$
Lemon	$\frac{278W}{740B}$

Blanton $\frac{117W}{1220B}$

Young 1438 B

Park View $\frac{8W}{1001B}$

No. of Pupils By tracks; in elementary schools 1964-65
 Same Pupils membership in neighborhood schools: 1960-61
 1965 (P3)

W	W Elementary School	B	B	
352	78	39	3	0-12
114	17	16	7	15
153	14	22	7	
2112	35	25	7	
93	34	18	7	
1141	7	7	7	
152	8	4	7	
720	170	2	7	
229	3	19	7	
625	241	25	7	
264	278	254	7	
819	170	5	7	
182		547	7	
228		782	7	
<u>4580</u>	<u>621</u>	843	7	
	1114	825	7	
		892	7	
		514	7	
		914	7	
		1005	7	
		1001	7	
		239	7	
		842	7	
		561	7	
		976	7	
		940	7	
		1270	7	
		1438	7	

Totals

4580
1114

8153 total No. white Elem. Children

No. of white Children in schools with the Honor Buckets 70%

D.C. Public Schools
Percent of Elementary School Children in Schools With Honor Buckets
By Race, 1965-66

Source: D.C. Public Schools

91

Total 12,817 No. Black Children in schools with Honor Buckets 16%

81,093 total Negro

NOTE: Children in Special Education Classes not included

Source: D.C. Public Schools

EXHIBIT III

AN ANALYSIS OF PER PUPIL OPERATING
EXPENSE DIFFERENCES BETWEEN HIGH
AND LOW COST SCHOOLS (1) BY MAJOR
COST FACTORS--1962-1963 SCHOOL YEAR:
(SENIOR HIGH SCHOOLS)

Cost Factors	Per Pupil Cost (1)		Per Pupil Cost Differences		Low Cost Schools As a % of High Cost Schools
	Three High Cost Schools	Three Low Cost Schools	Actual	% of Low Cost Schools Per Pupil Costs	
	(2)	(3)			
1. <u>Total Costs</u>	<u>\$642.32</u>	<u>\$502.84</u>	<u>\$139.48</u>	<u>27.7%</u>	<u>78.3%</u>
<u>Composition of Total Costs</u>					
2. Teachers' salaries ...	385.59	329.04	56.55	11.2%	85.3%
3. Custodial salaries ...	86.69	61.43	25.26	5.0%	70.9%
4. Officers' salaries ...	31.23	23.71	7.52	1.5%	75.9%
5. Clerical salaries ...	14.48	11.70	2.78	.6%	80.8%
6. Substitute salaries ...	6.91	4.94	1.97	.4%	71.5%
Sub-Total salaries	<u>\$524.90</u>	<u>\$430.82</u>	<u>\$94.08</u>	<u>18.7%</u>	<u>82.1%</u>
7. Maintenance costs	27.29	10.64	16.65	3.3%	39.0%
8. Utilities and miscellaneous costs	90.13	61.38	28.75	5.7%	63.1%
9. <u>Cost Differences Not Attributable to Teachers' Salaries</u>			<u>89.93</u>	<u>17.9%</u>	<u>--</u>
10. <u>Teachers' Salaries Differences as a Per Cent of Total Differences</u>			<u>--</u>	<u>64.5%</u>	<u>--</u>

(1) Teachers salaries are the major cost factor in the operation of senior high schools. However, only the two high cost schools (Cardoza and Roosevelt), as a group, were consistently higher than the two low cost schools. Any other grouping of schools would result in some of the higher cost groups having teacher salary costs which were below those of some schools in the lower cost group. In this exhibit, the three schools with the highest and lowest total expense were compared to provide a sample more comparable to the elementary and junior high samples, while retaining essentially different cost groups on the basis of teachers salaries as well as total costs.

APPENDIX

DISTRICT OF COLUMBIA ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS WITH THE HIGHEST AND LOWEST PER PUPIL OPERATING COSTS DURING THE 1962-1963 SCHOOL YEAR

High Cost Schools		Low Cost Schools	
School	Per Pupil Costs	School	Per Pupil Cost
<u>Elementary Schools</u>			
1-Jackson 5-9	\$514.77 626.75	Houston 114	\$207.63 257.15
1-Grant 232	501.19 649.31	Lenox Annex 128	213.69 235.57
2-Stoddart 437	445.18 453.92	Watkins 129	224.00 216.36
3-Key 4673	440.42 470.85	Pierce 127	227.78 235.83
4-Fillmore 530	437.07 485.65	Cooke 77	229.49 288.71
5-Rude 457	433.18 424.64	Bunker Hill 123	231.25 245.89
6-Carver 502	426.70 427.36	Plummer 111	235.15 261.07
6-Eaton 429	419.44 458.67	Kimball 73	237.21 291.73
9-Gaga 428	412.15 278.67	Davis Annex	244.37
10-Adams 447	400.15 392.51	Bancroft 124	244.90 245.88
11-Mott 427	395.82 418.27	Monroe 20	245.73 303.92
12-Giddings 426	395.26 334.72	Miner 110	245.99 262.89
13-Hayes 428	391.47 327.72	Emery 94	246.34 277.96
14-Hardy 412	384.56 404.27	Van Ness 121	246.73 249.51
15-Brent 577	380.95 321.58	Powell Annex	247.44
16-Burrville 429	376.83 572.79	Maury 117	250.45 253.97
17-Mann 436	376.45 415.08	Simon 120	251.62 251.47
18-Truscaddell 321	375.99 313.34	Keene 89	252.37 280.45
19-Slowe 407	361.02 348.77	Nalle 116	252.54 258.34
20-Perry 422	358.30 383.11	Bruce 55	254.10 308.27
21-Summer 26	357.96 327.52	Hendley 126	255.46 238.12
22-Morse 362	351.02 353.86	Whittier 118	255.76 253.72
23-Merritt 211	350.00 342.14	Beers 113	256.33 260.03
24-Janney 317	348.38 351.01	Tyler 100	258.20 275.40
25-Buchanan 320	347.61 357.94	Webb 83	258.88 284.24
26-Hearst 401	346.83 380.18	Morgan 61	259.44 296.60
<u>Junior High Schools</u>			
Randall	530.26 539.93	Macfarland	298.76 361.14
Jefferson	501.69 508.24	Taft	321.92 413.57
Browne	435.15 415.04	Eliot	343.13 374.23
Francis	433.81 459.90	Banneker	348.95 383.16
Douglass	430.38 463.68	Sousa	368.64 395.20
Garnet-Patterson	426.42 445.47	Woodson	378.60 414.07
<u>Senior High Schools</u>			
Cardozo	665.36 587.38	Eastern	472.01 443.49
Roosevelt	603.17 566.74	Wilson	518.53 540.42
Dunbar	589.70 541.63	Anacostia	534.26 509.46

EXHIBIT IV

FACTORS WHICH VARIED CONSISTENTLY BETWEEN HIGH AND LOW COST SCHOOL GROUPS AT THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL LEVELS: 1962-1963 SCHOOL YEAR

Consistent Factors	Elementary Schools		Junior High Schools		Senior High Schools	
	High Cost Group	Low Cost Group	High Cost Group	Low Cost Group	High Cost Group	Low Cost Group
(1) Average Daily Membership Per Building	$\frac{47}{338}$	$\frac{126}{883}$	936	1,474	1,051	1,449
(2) Per Cent of Occupancy of Plant						
Capacity 10/62	11,080	17,772	5,375	5,759	4,589	5,183
Enrollment 10/62 ..	9,396	21,431	5,828	6,472	4,331	5,349
Per Cent Occupancy.	84.8%	120.6%	108.4%	112.4%	94.4%	103.2%
(3) Pupil-Teacher Ratios.	1:29.6	1:33.2	1:21.4	1:24.2	1:21.3	1:22.9
(4) Average Teachers' Salaries	\$7,702.31	\$5,864.80	\$6,567.14	5,766.14	\$8,219.89	\$7,547.14
(5) Average Age of Buildings	53 years	30 years	31 years	24 years	41 years	31 years
(6) Buildings Constructed or Added to Since 1950	1 (of 26 bldgs.)	18 (of 26 bldgs.)	2 (of 6 bldgs.)	3 (of 6 bldgs.)	0 (of 3 bldgs.)	1 (of 3 bldgs.)
(7) Buildings Constructed More Than 50 Years Ago	15 (of 26 bldgs.)	8 (of 26 bldgs.)	1 (of 6 bldgs.)	0 (of 6 bldgs.)	0 (of 3 bldgs.)	0 (of 3 bldgs.)

EXHIBIT I

AN ANALYSIS OF PER PUPIL OPERATING
EXPENSE DIFFERENCES BETWEEN HIGH
AND LOW COST SCHOOLS (1) BY MAJOR
COST FACTORS--1962-1963 SCHOOL YEAR:
(ELEMENTARY SCHOOLS)

Cost Factor (1)	Per Pupil Cost (1)		Per Pupil Cost Differences		Low Cost Schools As a % of High Cost Schools
	Upper 20% Schools (2)	Lower 20% Schools (3)	Actual (4)	% of Low Cost Schools (5)	
1. <u>Total Costs</u>	<u>\$383.47</u>	<u>\$243.63</u>	<u>\$139.84</u>	<u>57.4%</u>	<u>63.5%</u>
<u>Composition of Total Costs</u>					
2. Teachers' salaries....	260.28	176.71	83.57	34.3%	67.9%
3. Custodial salaries ...	39.24	20.85	18.39	7.5%	53.1%
4. Officers' salaries ...	19.39	11.77	7.62	3.1%	60.7%
5. Clerical salaries ...	8.45	5.13	3.32	1.4%	60.7%
6. Substitute salaries ...	4.85	3.95	.90	.4%	81.5%
Sub-Total salaries	\$332.21	\$218.41	\$113.80	46.7%	65.7%
7. Maintenance costs	21.46	3.90	17.56	7.2%	18.2%
8. Utilities and miscellaneous costs	29.80	21.32	8.48	3.5%	71.5%
9. <u>Cost Differences Not Attributable to Teachers' Salaries</u>			<u>56.27</u>	<u>23.1%</u>	<u>--</u>
10. <u>Teachers' Salaries Differences as a Per Cent of Total Differences</u>			<u>--</u>	<u>59.7%</u>	<u>--</u>

(1) The upper and lower twenty per cent of the elementary schools were chosen for analysis on the basis of a detailed comparison of per pupil in ADM teacher salary costs by deciles. This analysis showed that teacher salary costs in some schools in the third decile were higher than those of schools in the eighth decile. Thus, in terms of the major single cost factor, only those schools above the eighth and below the third decile are significant.

EXHIBIT II

AN ANALYSIS OF PER PUPIL OPERATING
EXPENSE DIFFERENCES BETWEEN HIGH
AND LOW COST SCHOOLS⁽¹⁾ BY MAJOR
COST FACTORS--1962-1963 SCHOOL YEAR:
(JUNIOR HIGH SCHOOLS)

Cost Factors	Per Pupil Cost ⁽¹⁾		Per Pupil Cost Differences		
	Upper 25% Schools	Lower 25% Schools	Actual	% of Low Cost Schools Per Pupil Costs	Low Cost Schools As a % of High Cost Schools
	(2)	(3)		(5)	(6)
1. <u>Total Costs</u>	<u>\$463.51</u>	<u>\$342.99</u>	<u>\$120.52</u>	<u>35.1%</u>	<u>74.0%</u>
<u>Composition of Total Costs</u>					
2. Teachers' salaries ...	307.48	238.36	69.12	20.2%	77.5%
3. Custodial salaries ...	41.48	28.79	12.69	3.7%	68.2%
4. Officers' salaries ...	27.25	19.50	7.75	2.3%	71.6%
5. Clerical salaries ...	13.04	9.57	3.47	1.0%	73.4%
6. Substitute salaries ...	6.30	4.46	1.84	.5%	70.8%
Sub-Total salaries	<u>\$395.55</u>	<u>\$300.68</u>	<u>\$94.87</u>	<u>27.7%</u>	<u>75.9%</u>
7. Maintenance costs	24.31	7.06	17.25	5.0%	29.0%
8. Utilities and miscellaneous costs	43.65	35.75	7.90	2.3%	81.9%
9. <u>Cost Differences Not Attributable to Teachers' Salaries</u>			<u>51.40</u>	<u>15.0%</u>	<u>--</u>
10. <u>Teachers' Salaries Differences as a Per Cent of Total Differences</u>			<u>--</u>	<u>57.4%</u>	<u>--</u>

(1) The upper and lower twenty-five per cent of the junior high schools were selected for analysis on a basis of a detailed comparison of per pupil in ADM teacher salary costs. Teacher costs in the first quartile are all higher than those in the fourth quartile. Some teacher costs of schools in the first quartile are lower than those of some schools in the second and third quartiles.

EXHIBIT V

FACTORS WHICH VARIED INCONSISTENTLY BETWEEN HIGH AND LOW COST SCHOOL GROUPS AT THE ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL LEVELS: 1962-1963 SCHOOL YEAR

Inconsistent Factors	Elementary Schools		Junior High Schools		Senior High Schools	
	High Cost Group	Low Cost Group	High Cost Group	Low Cost Group	High Cost Group	Low Cost Group
(1) Per Cent of Temporary Teachers	24.9%	45.1%	37.1%	31.7%	31.8%	30.1%
(2) Per Cent of Non-White Enrollment	74.1%	89.2%	95.7%	97.4%	99.2%	93.7%
(3) Distribution of Schools by Income Levels of the Areas In Which They Are Located (1)	Higher Income	Lower Income	Lower Income	Higher Income	Lower Income	Higher Income
- Lower: below \$5,000.....	8	10	5	2	2	1
- Lower Middle: \$5-\$6,999...	6	11	1	3	1	1
- Upper Middle: \$7-\$8,999....	2	4	0	1	0	0
- Upper: \$9,000 and above....	10	11	0	0	0	1

(1) Based on the 1960 U.S. Census of Population for the District of Columbia.

PUPIL EXPENDITURES

for

SALARIES and PUPIL/TEACHER RATIOS

by SCHOOL



BALTIMORE CITY PUBLIC SCHOOLS
BOARD OF SCHOOL COMMISSIONERS

THREE EAST TWENTY-FIFTH STREET
BALTIMORE, MARYLAND 21218

JAMES M. GRIFFIN
COMMISSIONER

508 STATE OFFICE BUILDING
BALTIMORE, MARYLAND 21201

October 14, 1969

Mr. Julius Hobson
P. O. Box 8255
Washington, D. C. 20024

Dear Mr. Hobson:

I had the pleasure of meeting you at the Airley House at the Black School Board Conference. I saw some of the requests made by you in the newspaper when you first came on the Board. I have made similar requests, including the per pupil expenditure. However, as you will see from the enclosed pamphlet, our Superintendent has camouflaged this information very effectively.

In your spare time would you please read over this material and furnish me with questions I could submit to the Superintendent to get a true picture of per pupil expenditure. Any help you may be able to give in this matter will be greatly appreciated.

Good luck on your suit involving employment practices in the Federal Government.

Very truly yours,

James M. Griffin
James M. Griffin (JMG)
Commissioner

JMG:fst.c

Enclosure

Elementary

BALTIMORE CITY PUBLIC SCHOOLS
PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E. Pupils	F.T.E. Pupils	Educational and		Educational and		Educational and	
						per Teacher	per Aide	Classified Salaries	Aides Salaries	Total Salaries per School	Classified Salary per F.T.E. Pupil	Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil
2	137	641	709	27	25	26.2	28.4	\$ 286,998	\$49,512	\$ 336,510	\$405	\$ 70	\$475
5	69	252	287	10	2	28.7	143.5	104,980	1,440	106,420	366	5	371
6	32	448	464	17	2	27.3	232.0	178,132	1,440	179,572	384	3	387
7	108	844	898	27	26	33.2	34.5	308,222	48,708	356,930	343	54	397
10	51	506	532	16	12	33.2	44.3	174,999	25,428	200,427	329	48	377
11	171	874	960	35	26	27.4	36.9	357,829	49,328	407,157	373	51	424
12	175	774	862	24	6	35.9	143.7	247,978	7,200	255,178	288	8	296
13	68	706	740	22	30	33.6	24.7	226,019	49,080	275,099	305	66	371
16	184	1,109	1,201	35	42	34.3	28.6	370,298	69,812	440,110	308	58	366
18	73	563	599	19.5	4	30.7	149.8	243,606	2,160	245,766	407	4	411
19	237	1,166	1,284	45	32	28.5	40.1	503,405	70,208	573,613	392	55	447
20	89	754	798	29	17	27.5	46.9	305,591	40,500	346,091	383	51	434
21	124	816	878	26	7	33.8	125.4	327,516	5,760	333,276	373	7	380
22	157	697	775	26	24	29.8	32.3	264,269	49,220	313,489	341	64	405
23	43	292	314	13	3	24.2	104.7	138,718	2,160	140,878	442	7	449
25	-	155	155	7	10	22.1	15.5	100,774	20,468	121,242	650	132	782
26	156	796	874	29.5	31	29.6	28.2	317,494	57,312	374,806	363	66	429
27	123	876	938	35	23	26.8	40.8	368,218	44,336	412,554	392	47	439
29	140	917	987	27	7	36.6	141.0	348,438	5,760	354,198	353	6	359
30	131	902	968	28	25	34.6	38.7	309,689	51,044	360,733	320	53	373
33	39	301	321	11	2	29.2	160.5	102,302	2,160	104,462	319	7	326
34	89	566	610	20	15	30.5	40.7	218,649	25,960	244,609	358	43	401
35	146	969	1,042	35	26	29.8	40.1	370,087	52,118	422,205	355	50	405
37	72	298	334	11	9	30.4	37.1	111,291	17,563	128,854	333	53	386
44	150	929	1,004	36	8	27.9	125.5	369,189	7,560	376,749	368	8	376
47	57	376	404	16	4	25.2	101.0	170,221	2,880	173,101	421	7	428
48	162	1,123	1,204	41	5	29.4	240.8	411,497	7,902	419,399	342	7	349
50	148	1,182	1,256	42	13	29.9	96.6	405,602	14,040	419,642	323	11	334
51	95	623	671	22	6	30.5	111.8	225,855	4,320	230,175	336	6	342
52	99	703	753	25	5	30.1	150.6	216,501	5,400	221,901	288	7	295
53	94	832	879	28	9	31.4	97.7	340,811	8,280	349,091	388	9	397

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E. Pupils	F.T.E. Pupils	Educational and		Total		Educational and		Aides		Total	
						per Teacher	per Aide	Classified Salaries	Aides Salaries	Salaries per School	per Pupil	Classified Salary per F.T.E. Pupil	Aides Salary per F.T.E. Pupil	Salary per F.T.E. Pupil	per Pupil	per Pupil	per Pupil
54	104	895	947	30	4	31.6	236.8	\$ 321,207	\$ 2,880	\$ 324,087	\$339			\$ 3		\$342	
55	114	835	892	28.7	6	31.1	148.7	325,254	7,200	332,454	365			8		373	
58	88	401	445	15	6	29.7	74.2	159,033	6,480	165,513	357			15		372	
59	140	1,082	1,152	39	28	29.5	41.1	414,460	58,506	472,966	360			51		411	
60	114	1,179	1,236	39	13	31.7	95.1	475,273	8,982	484,255	384			7		391	
61	193	1,071	1,167	36.7	26	31.8	44.9	414,578	55,938	470,516	355			48		403	
62	190	1,181	1,276	40	13	31.9	98.2	369,244	14,400	383,644	289			11		300	
64	183	997	1,089	38	8	28.6	136.1	389,170	5,760	394,930	357			5		362	
65	64	287	319	10	5	31.9	63.8	122,675	3,960	126,635	384			12		396	
67	105	751	803	27	7	29.7	114.7	358,002	5,760	363,762	446			7		453	
68	90	591	636	19	5	33.5	127.2	222,151	8,280	230,431	349			13		362	
69	164	989	1,071	35	4	30.6	267.8	346,053	3,960	350,013	323			4		327	
71	95	692	740	25.5	7	29.0	105.7	309,881	5,400	315,281	419			7		426	
73	-	173	173	7	5	24.7	34.6	79,620	2,880	82,500	460			17		477	
74	129	816	880	27	19	32.6	46.3	288,206	42,612	330,818	328			48		376	
83	146	1,145	1,218	35	7	34.8	174.0	373,620	5,400	379,020	307			4		311	
84	139	869	939	31.2	7	30.1	134.1	307,601	5,400	313,001	328			6		334	
85	-	1,783	1,783	61	10	29.2	178.3	629,166	8,640	637,806	353			5		358	
86	257	195	323	11	14	29.4	23.1	133,214	27,480	160,694	412			85		497	
87	83	702	744	24	6	31.0	124.0	282,710	5,040	287,750	380			7		387	
88	281	1,545	1,695	55	35	30.8	48.4	543,029	82,076	625,105	320			48		368	
92	68	484	518	18	5	28.8	103.6	179,343	3,600	182,943	346			7		353	
94	70	608	643	22	22	29.2	29.2	222,199	40,698	262,897	346			63		409	
97	138	943	1,012	32	26	31.6	38.9	317,483	49,552	367,035	314			49		363	
98	113	805	861	23	6	37.4	143.5	238,735	4,626	243,361	277			5		282	
99	135	954	1,022	27	24	37.8	42.6	329,768	51,392	381,160	323			50		373	
100	67	452	486	19	17	25.6	28.6	216,581	31,342	247,923	446			64		510	
101	101	945	995	32	35	31.1	28.4	354,791	56,580	411,371	356			57		413	
102	111	868	924	33	22	28.0	42.0	390,630	49,592	440,222	423			54		477	
103	62	385	416	14	14	29.7	29.7	185,021	27,588	212,609	445			66		511	
104	92	600	646	20	19	32.3	34.0	233,541	36,804	270,345	362			57		419	
107	132	1,004	1,070	34	20	31.5	53.5	393,827	37,288	431,115	368			35		403	
109	40	338	358	14	19	25.6	18.8	150,462	37,088	187,550	420			104		524	
111	39	317	337	10	8	33.7	42.1	112,027	16,368	128,395	332			49		381	

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

Elementary (Continued)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E.		Educational and Classified Salaries	Aides Salaries	Total Salaries per School	Educational and Classified Salary per F.T.E. Pupil		Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil
						Pupils per Teacher	Pupils per Aide							
112	135	799.	867	34	23	25.5	37.7	\$ 408,424	\$51,548	\$ 459,972	\$471	\$59	\$530	
113	49	361	385	16	12	24.1	32.1	192,610	26,813	219,423	500	70	570	
116	45	418	440	16	17	27.5	25.9	180,049	30,414	210,463	409	69	478	
118	56	246	274	10	10	27.4	27.4	118,637	19,175	137,812	433	70	503	
119	36	371	389	17	20	22.9	19.4	179,162	33,617	212,779	460	86	546	
121	34	245	262	11	9	23.8	29.1	143,328	16,332	159,660	547	62	609	
125	-	248	248	10	15	24.8	16.5	129,786	23,312	153,098	523	94	617	
126	44	263	285	11	7	25.9	40.7	143,247	14,208	157,455	503	50	553	
129	22	223	234	9	8	26.0	29.2	123,347	15,680	139,027	527	67	594	
132	89	716	760	24	18	31.7	42.2	263,343	30,198	293,541	346	40	386	
135	118	627	686	25	12	27.4	57.2	277,818	22,940	300,758	405	33	438	
137	124	866	928	31	25	29.9	37.1	355,352	47,168	402,520	383	51	434	
138	64	653	685	36	19	19.0	36.0	265,202	39,108	304,310	387	57	444	
139	191	1,169	1,265	49	34	25.8	37.2	532,384	71,358	603,742	421	56	477	
140	46	476	499	15	14	33.3	35.6	187,483	29,672	217,155	376	59	435	
141	88	722	766	29	22	26.4	34.8	325,549	47,480	373,029	425	62	487	
142	94	701	748	24	19	31.2	39.4	277,773	31,638	309,411	371	42	413	
144	84	654	696	27	5	25.8	139.2	329,771	3,600	333,371	474	5	479	
145	50	1,071	1,096	35	27	31.3	40.6	389,945	45,140	435,085	356	41	397	
146	41	632	652	23	15	28.3	43.5	228,268	35,352	263,620	350	54	404	
148	100	716	766	27	19	28.4	40.3	297,092	39,232	336,324	388	51	439	
149	130	1,027	1,092	38	28	28.7	39.0	425,020	53,138	478,158	389	49	438	
150	127	1,164	1,228	40	11	30.7	111.6	440,890	12,582	453,472	359	10	369	
156	26	174	187	7	6	26.7	31.2	84,012	12,440	96,452	449	66	515	
159	161	790	870	27	29	32.2	30.0	286,824	52,686	339,510	333	61	394	
160	118	601	660	22	19	30.0	34.7	246,378	35,174	281,552	373	53	426	
161	92	764	810	28	19	28.9	42.6	338,213	39,780	377,993	418	54	472	
162	33	281	297	11	13	27.0	22.8	163,699	22,988	186,687	551	77	628	
163	94	829	876	30	20	29.2	43.8	321,831	44,600	366,431	367	51	418	
164	91	861	907	27	25	33.6	36.3	305,806	47,142	352,948	337	52	389	
200	56	467	495	16	4	30.9	123.8	158,398	2,520	160,918	320	5	325	
201	77	750	788	27	6	29.2	131.3	295,120	5,040	300,160	374	6	380	
202	122	853	914	30	10	30.5	91.4	330,184	8,640	338,824	361	9	370	

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

Elementary (Continued)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E. Pupils per Teacher	F.T.E. Pupils per Aide	Educational and		Total Salaries per School	Educational and		
								Classified Salaries	Aides Salaries		Classified Salary per F.T.E. Pupil	Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil
203	80	540	580	22	5	26.4	116.0	\$ 215,205	\$ 4,320	\$ 219,525	\$371	\$ 7	\$378
204	140	1,090	1,160	35	11	33.1	105.5	371,872	11,466	383,338	320	10	330
207	113	819	875	28	6	31.3	145.8	264,270	4,320	268,590	302	5	307
209	181	1,062	1,152	39	8	29.5	144.0	383,716	8,640	392,356	333	8	341
210	204	803	905	27	6	33.5	150.8	301,669	4,320	305,989	333	5	338
211	151	731	807	26	5	31.0	161.4	283,389	3,960	287,349	351	5	356
212	107	534	588	18	9	32.7	65.3	211,128	9,000	220,128	359	15	374
213	87	585	629	23	4	27.3	157.3	246,526	3,600	250,126	392	6	398
214	74	495	532	19	7	28.0	76.0	206,693	7,560	214,253	388	14	402
215	89	681	725	22	4	33.0	181.2	223,298	3,240	226,538	308	4	312
216	264	910	1,042	30	6	34.7	173.7	323,215	6,480	329,695	310	6	316
217	101	747	797	29	5	27.5	159.4	351,441	4,320	355,761	441	5	446
218	92	679	725	23	6	31.5	120.8	251,954	5,040	256,994	348	7	355
219	156	733	811	23	6	35.3	135.2	305,145	5,400	310,545	376	7	383
220	83	596	638	20	6	31.9	106.3	215,278	5,760	221,038	337	9	346
221	75	406	444	12	9	37.0	49.3	189,588	8,640	198,228	427	19	446
222	232	1,522	1,638	49	17	33.4	96.4	486,908	15,822	502,730	297	10	307
223	79	554	594	17	5	34.9	118.8	203,413	5,400	208,813	342	9	351
224	156	800	878	29	27	30.3	32.5	306,828	56,646	363,474	349	65	414
225	65	362	394	11	2	35.8	197.0	154,375	2,880	157,255	392	7	399
226	-	57	57	3	-	19.0	-	29,969	-	29,969	526	-	526
227	47	479	503	15	4	33.5	125.8	161,680	3,600	165,280	321	7	328
228	99	611	661	19	2	34.8	330.5	207,210	2,160	209,370	313	3	316
229	199	946	1,046	32	4	32.7	261.5	332,733	3,600	336,333	318	3	321
231	134	436	503	17	5	29.6	100.6	186,979	3,600	190,579	372	7	379
232	136	1,113	1,181	41	9	28.8	131.2	436,672	10,440	447,112	370	8	378
233	201	926	1,026	29	6	35.4	171.0	314,565	5,760	320,325	306	6	312
234	205	946	1,048	33	6	31.8	174.7	382,497	5,040	387,537	365	5	370
235	25	193	205	5.5	6	37.3	34.2	81,397	5,040	86,437	397	24	421
236	90	376	421	19	9	22.2	46.8	196,427	22,133	218,560	466	52	518
237	155	738	816	30	24	27.2	34.0	316,295	51,108	367,403	388	63	451
238	47	664	688	22	8	31.3	86.0	280,918	9,000	289,918	408	13	421
239	208	878	982	29	13	33.9	75.5	333,174	15,120	348,294	339	15	354

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E. Pupils	F.T.E. Pupils	Educational and Classified Salaries	Aides Salaries	Total Salaries per School	Educational and		
						per Teacher	per Aide				Classified Salary per F.T.E. Pupil	Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil
245	239	1,049	1,169	366	7	31.9	167.0	\$ 400,039	\$ 4,320	\$ 404,359	\$342	\$ 4	\$346
246	271	1,222	1,358	39	11	34.8	123.4	455,413	11,520	466,933	335	8	343
247	71	770	806	28	7	28.8	115.1	313,434	6,840	320,274	389	8	397
248	181	855	945	27	9	35.0	105.0	312,324	6,426	318,750	330	7	337
249	74	413	450	13.5	3	33.3	150.0	167,289	2,160	169,449	372	5	377
252	-	191	191	6	-	31.8	-	92,079	-	92,079	482	-	482

Elementary & Junior High Schools

56	82	1,582	1,623	67.5	10	24.0	162.3	704,159	16,200	720,359	434	10	444
76	78	1,159	1,198	48	10	25.0	119.8	520,313	9,720	530,033	434	8	442
230	84	1,307	1,349	56.4	6	23.9	224.8	624,036	8,280	632,316	462	6	468
233	69	1,514	1,548	58	8	26.7	193.5	692,245	12,240	704,485	447	8	455
239	70	1,727	1,762	68.5	11	25.7	160.2	793,439	12,240	805,679	450	7	457

Junior High Schools

41		1,930	1,930	80	5	24.1	386.0	892,521	9,720	902,241	462	5	467
42		1,829	1,829	82.4	23	22.2	79.5	999,541	29,106	1,028,647	546	16	562
43&A		2,514	2,514	112.5	11	22.3	228.5	1,298,976	15,822	1,314,798	517	6	523
46		2,086	2,086	88	9	23.7	231.8	1,049,240	14,040	1,063,280	503	7	510
49		280	280	21	4	13.3	70.0	248,488	6,480	254,968	887	23	910
57		1,816	1,816	90.9	32	20.0	56.8	1,104,743	35,316	1,140,059	608	19	627
72		608	608	31	6	19.6	101.3	413,560	12,960	426,520	680	21	701
75		2,292	2,292	105	14	21.8	163.7	1,234,206	16,794	1,251,000	538	7	545
77		2,731	2,731	97	8	28.2	341.4	1,116,047	11,502	1,127,549	409	4	413
78		1,971	1,971	95.7	25	20.6	78.8	1,238,072	25,272	1,263,344	628	13	641
79		2,403	2,403	103.3	9	23.3	267.0	1,237,850	11,502	1,249,352	515	5	520
80		2,181	2,181	87	4	25.1	545.3	1,022,779	8,640	1,031,419	469	4	473
90&A		2,371	2,371	71.4	41	33.2	57.8	892,617	53,352	945,969	376	22	398
91		1,648	1,648	81.6	29	20.2	56.8	989,897	29,106	1,019,003	601	18	619
106		286	286	13.6	7	21.0	40.8	169,088	10,126	179,214	491	35	626

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E. Pupils	F.T.E. Pupils	Educational and Classified Salaries	Aides Salaries	Total Salaries per School	Educational and		
						per Teacher	per Aide				Classified Salary per F.T.E. Pupil	Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil
130		1,664	1,664	81	17	20.5	97.9	\$1,009,176	\$21,438	\$1,030,614	\$606	\$1.13	\$619
180		1,058	1,058	56	12	18.9	88.2	720,391	17,226	737,617	681	16	697
181		1,408	1,408	75	14	18.8	100.6	1,010,565	18,630	1,029,195	718	13	731
222		2,636	2,636	123.3	7	21.4	376.6	1,336,770	10,908	1,347,678	507	4	511
453		947	947	80	10	11.8	94.7	659,068	14,688	673,756	696	16	712

Senior High Schools

70		1,944	1,944	83.6	17	23.2	114.4	1,078,626	20,034	1,098,660	555	10	565
133		1,372	1,372	69	35	19.9	39.2	1,012,192	34,182	1,046,374	738	25	763
400		2,320	2,320	105	21	22.1	110.5	1,332,031	22,842	1,354,873	574	10	684
401		2,483	2,483	109.5	11	22.7	225.7	1,365,015	13,608	1,378,623	550	5	555
402		2,866	2,866	123.7	17	23.2	168.6	1,537,484	17,118	1,554,602	536	6	542
403		2,868	2,868	117	7	24.5	409.7	1,577,435	8,586	1,586,021	550	3	553
404		1,858	1,858	79	13	23.5	142.9	1,101,838	11,394	1,113,232	593	6	599
405		2,218	2,218	97.5	6	22.7	369.7	1,306,724	7,182	1,313,906	589	3	592
406		2,204	2,204	96	22	23.0	100.2	1,194,964	22,374	1,217,338	542	10	552
407		2,179	2,179	87	6	25.0	363.2	1,141,081	8,640	1,149,721	524	4	528
408		1,984	1,984	97	9	20.4	220.4	1,354,618	13,284	1,367,902	683	7	690
450		1,758	1,758	96	26	18.3	67.6	1,317,282	24,840	1,342,122	749	14	763

Elementary - Special Education

175		53	53	4	-	13.2	-	62,284	-	62,284	1,175	-	1,175
300		57	57	5	-	11.4	-	72,813	-	72,813	1,277	-	1,277
301	34	223	240	27	20.3	8.9	12.0	481,499	39,104	520,603	2,006	162	2,168
302		51	51	5	2	10.2	25.5	47,919	2,520	50,439	940	49	989
303		76	76	8	3	9.5	25.3	79,097	3,780	82,877	1,041	50	1,091

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E.	F.T.E.	Educational and Classified Salaries	Aides Salaries	Total Salaries per School	Educational and Classified Salary		Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil	
						per Teacher	per Aide				per F.T.E. Pupil	per F.T.E. Pupil			
Elementary - Special Education (Continued)															
304		83	83	12	5	6.9	16.6	\$ 114,437	\$ 6,300	\$ 120,737	\$1,379		76	\$1,455	
306		42	42	4	2	10.5	21.0	39,219	2,520	41,739	934		60	994	
307		97	97	10	5	9.7	19.4	90,361	8,100	98,461	932		84	1,016	
308		99	99	9	3	11.0	33.0	95,911	3,780	99,691	969		38	1,007	
309		95	95	11	4	8.6	23.8	96,294	3,960	100,254	1,014		42	1,056	

Secondary - Special Education

1		335	335	13	6	25.8	55.8	173,493	10,044	183,537	518			30	548
3		237	237	13	2	18.2	118.5	145,518	4,320	149,838	614			18	632
9		509	509	29	6	17.6	84.8	275,257	8,964	284,221	541			18	559
96		243	243	15.4	2	15.8	121.5	173,830	4,320	178,150	715			18	733
115		430	430	24	4	17.9	107.5	265,656	7,560	273,216	618			18	636
176		501	501	30	9	16.7	55.7	328,874	12,528	341,402	656			25	681
182		265	265	12	3	22.1	88.3	150,802	5,400	156,202	569			20	589
183		391	391	23	9	17	43.4	283,585	9,990	293,575	725			26	751
451		146	146	10	2	14.6	73.0	110,566	3,240	113,806	757			22	779

Model Schools

8	115	508	565	30	21	18.8	26.9	401,246	41,742	442,988	710			74	784
32	68	396	430	30	19	14.3	22.6	365,863	41,040	406,903	851			95	946
66	96	474	522	30	22	17.4	23.7	382,582	46,440	429,022	733			89	822
95	133	450	516	32	23	16.1	22.4	381,573	47,142	428,715	739			91	830
122	69	353	387	27	19	14.3	20.4	350,944	37,422	388,366	907			97	1,004
243	110	578	633	34	17	18.6	37.2	375,851	36,720	412,571	594			58	652

*Full Time Equivalent

PUPIL EXPENDITURES FOR SALARIES AND PUPIL/TEACHER RATIOS BY SCHOOLS
(For the School Year 1968-1969)

										Educational and			
School Number	Kinder- garten	Grades 1-12	F.T.E.* Pupils	No. of Teachers	No. of Aides	F.T.E.		Educational and		Total Salaries per School	Classified Salary per F.T.E. Pupil	Aides Salary per F.T.E. Pupil	Total Salary per F.T.E. Pupil
						Pupils per Teacher	Pupils per Aide	Classified Salaries	Aides Salaries				
Secondary-Vocational													
294		183	183	11	2	16.6	91.5	\$ 154,549	\$ 4,320	\$ 158,869	\$844	\$ 24	\$868
296		268	268	19	2	14.1	134.0	209,747	4,320	214,067	783	16	799
298		539	539	37	9	14.6	59.8	455,915	10,692	466,607	846	20	866
410		2,369	2,369	124.6	13	19.0	182.2	1,704,142	10,044	1,714,186	719	4	723
454		1,172	1,172	80	11	14.7	106.5	1,130,410	11,448	1,141,858	964	10	974

*Full Time Equivalent

McKay - St. Dept. of Educ.

AVERAGE PER PUPIL EXPENDITURES BY ADMINISTRATIVE UNITS

FISCAL YEAR 1968

	<u>ADM</u>	<u>General Fund Expendi- tures</u>	<u>ESEA Expendi- tures</u>	<u>Total Expendi- tures</u>	<u>Average Per Pupil Expendi- ture</u>
<u>Ward I</u>					
Eckington	272.8	112,712.50	2,527.91	115,290.41	422.62
Gage	432.6	159,157.05	3,358.66	152,515.71	375.67
GAGE-ECKINGTON	705.4	271,869.55	5,936.57	277,806.12	393.83
<u>Ward II</u>					
Langston	279.5	111,709.24	10,371.72	122,080.96	436.78
Slater	235.8	106,351.87	9,010.40	115,362.27	489.24
LANGSTON-SLATER	515.3	218,061.11	19,382.12	237,443.23	460.79
Montgomery	590.6	239,282.69	13,944.72	253,227.41	428.76
Morse	219.5	107,799.39	5,897.34	113,696.73	508.87
MONTGOMERY-MORSE	810.1	347,082.08	19,842.06	366,924.14	452.94
Perry	360.4	212,082.00	24,485.27	236,567.27	656.40
Seaton	315.6	138,037.41	21,505.24	159,542.65	505.52
SEATON-PERRY	676.0	350,119.41	45,990.51	396,109.92	585.96
Grant	128.5	77,439.63	503.41	77,943.04	606.56
Stevens	337.3	166,853.21	1,645.92	168,499.13	499.55
Sumner	228.9	107,664.76	1,008.08	108,672.84	474.76
SUMNER-GRANT-STEVENSON	694.7	351,957.60	3,157.41	355,115.01	511.18
<u>Ward III</u>					
Eaton	440.0	229,788.90	2,480.99	232,269.89	527.89
Hearst	284.1	111,930.12	1,340.09	113,270.21	398.70
EATON-HEARST	724.1	341,719.02	3,821.08	345,540.10	477.20
Hardy	236.0	122,981.47	151.08	123,132.55	531.75
Key	243.3	102,758.04	297.99	103,056.03	423.58
HARDY-KEY	479.3	225,739.51	449.07	226,188.58	471.91
Hyde	131.3	54,722.93	199.13	54,922.06	418.29
Fillmore	193.3	98,479.39	203.42	98,682.81	510.52
Jackson	118.1	45,599.40	117.02	45,716.42	387.10
HYDE-FILLMORE-JACKSON	442.7	198,801.72	519.57	199,321.29	450.24
Mann	226.3	119,100.19	2,387.05	121,487.24	456.20
Stoddert	227.6	115,589.25	1,772.74	117,361.99	515.65
MANN-STODDERT	493.9	234,689.44	4,159.79	238,849.23	483.60
Military Road	44.9	55,424.70	21,044.23	76,468.93	1,703.09
Oyster	273.5	114,735.88	142.06	114,877.94	420.03
OYSTER-MILITARY ROAD	318.4	170,160.58	21,186.29	191,346.87	600.96

	<u>ADM</u>	<u>General Fund Expendi- tures</u>	<u>ESEA Expendi- tures</u>	<u>Total Expendi- tures</u>	<u>Average Per Pupil Expendi- ture</u>
Brookland	369.3	155,779.89	420.54	156,200.43	422.96
Slowe	829.6	284,747.73	1,372.65	286,120.38	344.84
BROOKLAND-SLOWE	1,198.9	440,527.62	1,793.19	442,320.81	368.94

Ward VI

Blair	218.7	103,716.20	5,697.31	109,683.51	501.52
Brent	221.5	98,895.25	6,033.40	104,928.65	474.15
BLAIR-BRENT	440.2	202,611.45	12,000.71	214,612.16	487.53
Blow	205.8	93,209.24	14,090.71	107,299.95	521.38
Pierce	253.8	113,461.55	17,584.40	131,045.95	516.34
BLOW-PIERCE	459.6	206,670.79	31,675.11	238,345.90	518.59
Edmonds	248.4	135,388.52	251.46	135,639.98	546.05
Peabody	274.2	185,597.29	7,274.20	192,871.49	703.40
EDMONDS-PEABODY	522.6	320,985.81	7,525.66	328,511.47	628.61
Hayes	220.2	107,494.81	8,084.44	115,597.25	524.88
Ludlow	203.3	83,718.15	7,225.09	90,943.24	447.34
HAYES-LUDLOW	423.5	191,212.96	15,309.53	206,522.49	487.66
Madison	274.1	110,293.64	9,981.27	120,279.91	438.82
Taylor	266.9	100,427.73	9,609.22	110,036.95	412.28
MADISON-TAYLOR	541.0	210,721.37	19,590.49	230,311.86	425.72

Ward VII

Carver	322.9	139,650.58	1,298.43	140,949.01	436.51
Smothers	633.1	261,427.37	3,487.17	264,914.54	418.44
SMOTHERS-CARVER	956.0	401,077.95	4,785.60	405,863.55	424.54
Orr	371.4	121,699.78	2,680.41	124,380.19	334.90
Randle Highlands	445.6	153,486.50	2,664.04	156,150.54	350.43
ORR-RANDLE HIGHLANDS	827.0	275,186.28	5,344.45	280,530.73	339.21

AVERAGE PER PUPIL EXPENDITURES BY ADMINISTRATIVE UNITS

FISCAL YEAR 1968

	ADM	General Fund Expendi- tures	ESEA Expendi- tures	Total Expendi- tures	Average Per Pupil Expendi- ture
<u>Ward I</u>					
Eckington	272.8	112,712.50	2,527.91	115,290.41	422.62
Gage	432.6	159,157.05	3,358.66	152,515.71	375.67
GAGE-ECKINGTON	705.4	271,869.55	5,936.57	277,806.12	393.83
<u>Ward II</u>					
Langston	279.5	111,709.24	10,371.72	122,080.96	436.78
Slater	235.8	106,351.87	9,010.40	115,362.27	489.24
LANGSTON-SLATER	515.3	218,061.11	19,382.12	237,443.23	460.79
Montgomery	590.6	239,282.69	13,944.72	253,227.41	428.76
Morse	219.5	107,799.39	5,897.34	113,696.73	508.87
MONTGOMERY-MORSE	810.1	347,082.08	19,842.06	366,924.14	452.94
Perry	360.4	212,082.00	24,485.27	236,567.27	656.40
Seaton	315.6	138,037.41	21,505.24	159,542.65	505.52
SEATON-PERRY	676.0	350,119.41	45,990.51	396,109.92	585.96
Grant	128.5	77,439.63	503.41	77,943.04	606.56
Stevens	337.3	166,853.21	1,645.92	168,499.13	499.55
Sumner	228.9	107,664.76	1,008.08	108,672.84	474.76
SUMNER-GRANT-STEVENSON	694.7	351,957.60	3,157.41	355,115.01	511.18
<u>Ward III</u>					
Eaton	440.0	229,788.90	2,480.99	232,269.89	527.89
Hearst	284.1	111,930.12	1,340.09	113,270.21	398.70
EATON-HEARST	724.1	341,719.02	3,821.08	345,540.10	477.20
Hardy	236.0	122,981.47	151.08	123,132.55	531.75
Key	243.3	102,758.04	297.99	103,056.03	423.58
HARDY-KEY	479.3	225,739.51	449.07	226,188.58	471.91
Hyde	131.3	54,722.93	199.13	54,922.06	418.29
Fillmore	193.3	98,479.39	203.42	98,682.81	510.52
Jackson	118.1	45,599.40	117.02	45,716.42	387.10
HYDE-FILLMORE-JACKSON	442.7	198,801.72	519.57	199,321.29	450.24
Mann	226.3	119,100.19	2,387.05	121,487.24	456.20
Stoddert	227.6	115,589.25	1,772.74	117,361.99	515.65
MANN-STODDERT	493.9	234,689.44	4,159.79	238,849.23	483.60
Military Road	44.9	55,424.70	21,044.23	76,468.93	1,703.09
Oyster	273.5	114,735.88	142.06	114,877.94	420.03
OYSTER-MILITARY ROAD	318.4	170,160.58	21,186.29	191,346.87	600.96

	<u>ADM</u>	<u>General Fund Expendi- tures</u>	<u>ESEA Expendi- tures</u>	<u>Total Expendi- tures</u>	<u>Average Per Pupil Expendi- ture</u>
Brookland	369.3	155,779.89	420.54	156,200.43	422.96
Slowe	829.6	284,747.73	1,372.65	286,120.38	344.84
BROOKLAND-SLOWE	1,198.9	440,527.62	1,793.19	442,320.81	368.94

Ward VI

Blair	218.7	103,716.20	5,697.31	109,683.51	501.52
Brent	221.5	98,895.25	6,033.40	104,928.65	474.15
BLAIR-BRENT	440.2	202,611.45	12,000.71	214,612.16	487.53
Blow	205.8	93,209.24	14,090.71	107,299.95	521.38
Pierce	253.8	113,461.55	17,584.40	131,045.95	516.34
BLOW-PIERCE	459.6	206,670.79	31,675.11	238,345.90	518.59
Edmonds	248.4	135,388.52	251.46	135,639.98	546.05
Peabody	274.2	185,597.29	7,274.20	192,871.49	703.40
EDMONDS-PEABODY	522.6	320,985.81	7,525.66	328,511.47	628.61
Hayes	220.2	107,494.81	8,084.44	115,597.25	524.88
Ludlow	203.3	83,718.15	7,225.09	90,943.24	447.34
HAYES-LUDLOW	423.5	191,212.96	15,309.53	206,522.49	487.66
Madison	274.1	110,293.64	9,981.27	120,279.91	438.82
Taylor	266.9	100,427.73	9,609.22	110,036.95	412.28
MADISON-TAYLOR	541.0	210,721.37	19,590.49	230,311.86	425.72

Ward VII

Carver	322.9	139,650.58	1,298.43	140,949.01	436.51
Smothers	633.1	261,427.37	3,487.17	264,914.54	418.44
SMOTHERS-CARVER	956.0	401,077.95	4,785.60	405,863.55	424.54
Orr	371.4	121,699.78	2,680.41	124,380.19	334.90
Randle Highlands	445.6	153,486.50	2,664.04	156,150.54	350.43
ORR-RANDLE HIGHLANDS	827.0	275,186.28	5,344.45	280,530.73	339.21

94,400
94,296

94,440
45
94,315
94,296

AVERAGE PER PUPIL EXPENDITURES BY ADMINISTRATIVE UNITS

FISCAL YEAR 1968

	<u>ADM</u>	<u>General Fund Expendi- tures</u>	<u>ESEA Expendi- tures</u>	<u>Total Expendi- tures</u>	<u>Average Per Pupil Expendi- ture</u>
<u>Ward I</u>					
Eckington	272.8	112,712.50	2,527.91	115,290.41	422.62
Gage	432.6	159,157.05	3,358.66	152,515.71	375.67
GAGE-ECKINGTON	705.4	271,869.55	5,936.57	277,806.12	393.83
<u>Ward II</u>					
Langston	279.5	111,709.24	10,371.72	122,080.96	436.78
Slater	235.8	106,351.87	9,010.40	115,362.27	489.24
LANGSTON-SLATER	515.3	218,061.11	19,382.12	237,443.23	460.79
Montgomery	590.6	239,282.69	13,944.72	253,227.41	428.76
Morse	219.5	107,799.39	5,897.34	113,696.73	508.87
MONTGOMERY-MORSE	810.1	347,082.08	19,842.06	366,924.14	452.94
Perry	360.4	212,082.00	24,485.27	236,567.27	656.40
Seaton	315.6	138,037.41	21,505.24	159,542.65	505.52
SEATON-PERRY	676.0	350,119.41	45,990.51	396,109.92	585.96
Grant	128.5	77,439.63	503.41	77,943.04	606.56
Stevens	337.3	166,853.21	1,645.92	168,499.13	499.55
Sumner	228.9	107,664.76	1,008.08	108,672.84	474.76
SUMNER-GRANT-STEVENSON	694.7	351,957.60	3,157.41	355,115.01	511.18
<u>Ward III</u>					
Eaton	440.0	229,788.90	2,480.99	232,269.89	527.89
Hearst	284.1	111,930.12	1,340.09	113,270.21	398.70
EATON-HEARST	724.1	341,719.02	3,821.08	345,540.10	477.20
Hardy	236.0	122,981.47	151.08	123,132.55	530.75
Key	243.3	102,758.04	297.99	103,056.03	423.58
HARDY-KEY	479.3	225,739.51	449.07	226,188.58	471.91
Hyde	131.3	54,722.93	199.13	54,922.06	418.29
Fillmore	193.3	98,479.39	203.42	98,682.81	510.52
Jackson	118.1	45,599.40	117.02	45,716.42	387.10
HYDE-FILLMORE-JACKSON	442.7	198,801.72	519.57	199,321.29	450.24
Mann	226.3	119,100.19	2,387.05	121,487.24	456.20
Stoddert	227.6	115,589.25	1,772.74	117,361.99	515.65
MANN-STODDERT	493.9	234,689.44	4,159.79	238,849.23	483.60
Military Road	44.9	55,424.70	21,044.23	76,468.93	1703.09
Oyster	273.5	114,735.88	142.06	114,877.94	420.03
OYSTER-MILITARY ROAD	318.4	170,160.58	21,186.29	191,346.87	600.96

Fiscal Year 1968

PER PUPIL EXPENDITURES

Between Anacostia River and Rock Creek

<u>School</u>	<u>Avg. Daily Membership</u>	<u>Total Exp.</u> ¹	<u>Avg./Pupil</u>
Adams	620	242,464	391.07
Amidon	610	284,077	465.70
Bancroft	1,047	398,054	380.18
Barnard	1,071	413,126	385.73
Blair	219	103,716	473.58
Blow	206	93,209	452.47
Bowen	621	293,237	472.20
Brent	226	98,895	437.58
Brightwood	741	284,292	383.65
Brookland	369	155,780	422.16
Bruce	519	256,169	493.58
Bryan	851	346,137	406.74
Buchanan	674	263,941	391.60
Bundy	354	282,331	797.54
Bunker Hill	1,158	406,688	351.19
Burroughs	919	358,549	390.15
Cleveland	548	223,788	408.37
Cook, J.F.	560	247,867	442.61
Cooke, H.D.	1,097	396,165	361.13
Crummell	467	203,622	436.02
Edmonds	248	135,389	545.92
Emery	680	268,036	394.17
Eckington	273	112,712	412.86
Gage	433	159,157	367.56
Garrison	1,023	387,489	378.77
Gibbs	1,017	384,712	358.61
Giddings	474	225,826	476.42
Goding	940	384,063	408.57
Grant	128	77,440	605.00
Green	1,380	452,218	332.51
Grimke	666	316,423	475.10
Harrison	658	270,721	411.43
Hayes	220	107,495	488.61
Keene	845	318,783	377.25
Kingsman	715	297,723	416.39
Langdon	675	319,844	473.84
Langston	279	111,709	400.39
LaSalle	1,029	460,094	447.12
Lenox	533	237,453	445.50
Lewis	713	281,164	394.33
Logan	755	310,899	411.78
Lovejoy	599	263,725	440.27
Ludlow	203	83,718	412.40
Madison	274	110,294	402.53
Maury	542	207,334	382.53
Meyer	1,228	457,192	372.30
Military Road			
Miner	943	367,401	389.60

<u>School</u>	<u>Avg. Daily Membership</u>	<u>Total Exp.¹</u>	<u>Avg./Pupil</u>
Monroe	613	299,436	488.47
Montgomery	591	239,283	404.87
Morgan	731	388,318	531.21
Morse	219	107,799	492.23
Mott	737	322,995	438.25
Noyes	659	258,733	392.61
Park View	975	420,851	431.64
Payne	834	331,907	397.97
Peabody	274	185,597	677.36
Perry	360	212,082	589.11
Petworth	720	259,031	359.76
Pierce	254	113,462	446.70
Plummer	1,147	387,903	338.18
Powell	900	360,552	400.61
Raymond	1,000	384,563	384.56
Rudolph	1,081	384,618	355.79
Seaton	316	138,037	436.82
Shepherd	541	226,718	419.07
Simmons	659	287,061	435.06
Slater	236	106,352	450.64
Slowe	830	284,748	343.06
Stevens	337	166,853	495.11
Sumner	229	107,665	470.15
Syphax	765	297,481	388.86
Takoma	552	183,906	333.16
Taylor	267	100,428	376.13
Thomson	528	219,586	415.88
Truesdell	1,077	493,839	458.53
Tyler	955	366,890	384.17
Van Ness	884	321,144	363.28
Walker-Jones	657	281,829	428.96
Watkins	1,172	396,821	338.58
Webb	989	401,763	406.23
West	591	262,815	444.69
Wheatley	895	352,526	393.88
Whittier	1,212	437,669	361.11
Wilson, J.O.	865	354,103	409.36
Woodridge	607	245,546	404.52
Young	<u>1,524</u>	<u>496,664</u>	<u>325.89</u>
Total	58,113	23,628,695	406.59

1967-68 EXPENDITURES - WARD III

	Average Daily Membership	Expenditures D.C. Budget	ESEA Expenditures	Total Expenditures	Average Expenditures Per Pupil
Eaton	440.0	229,788.90	2,323.22	232,112.12	527.53
Hearst	284.1	111,930.12	1,497.86	113,427.98	399.25
TOTAL					
Eaton-Hearst	<u>724.1</u>	<u>341,719.02</u>	<u>3,821.08</u>	<u>345,540.10</u>	<u>477.20</u>
Hardy	236.0	122,981.47	151.08	123,132.55	521.75
Key	243.3	102,758.04	297.99	103,056.03	423.58
TOTAL					
Hardy-Key	<u>479.3</u>	<u>225,739.51</u>	<u>449.07</u>	<u>226,188.58</u>	<u>471.91</u>
Hyde	131.3	54,722.93	199.13	54,922.06	418.29
Fillmore	193.3	98,479.39	203.42	98,682.81	510.52
Jackson	118.1	45,599.40	117.02	45,716.42	387.10
TOTAL					
Hyde-Fillmore-Jackson	<u>442.7</u>	<u>198,801.72</u>	<u>519.57</u>	<u>199,321.29</u>	<u>450.24</u>
Mann	266.3	119,100.19	2,387.05	121,487.24	456.20
Stoddert	227.6	115,589.25	1,772.74	117,361.99	515.65
TOTAL					
Mann-Stoddert	<u>493.9</u>	<u>234,689.44</u>	<u>4,159.79</u>	<u>238,849.23</u>	<u>483.60</u>
Military Road	44.9	58,154.38	8,046.20	66,191.58	1,474.20
Oyster	273.5	112,015.20	142.06	112,157.26	410.08
TOTAL					
Oyster-Military Rd.	<u>318.4</u>	<u>170,160.58</u>	<u>8,188.26</u>	<u>178,348.84</u>	<u>560.14</u>

Adams-Oyster 1965

A 145 800.22

O 45 715.94

241 526.14

Eaton-Near

E 163 540.90

H 104 748.31

268 289.21

Fellmore-Hyde-Judson

F 53 596.70

H 56 911.89

J 50 234.80

160 743.39

Hardy-Key

H- 72 916.18

K 92 924.30

165 840.48

Mann-Sladden

M 125 130.15

S 106 720.31

231 850.46

Mr. Mann

347-2611

1967-68 EXPENDITURES - WARD III

	Average Daily Membership	Expenditures D.C. Budget	ESEA Expenditures	Total Expenditures	Average Expenditures Per Pupil
Eaton	440.0	229,788.90	2,323.22	232,112.12	527.53
Hearst	<u>284.1</u>	<u>111,930.12</u>	<u>1,497.86</u>	<u>113,427.98</u>	<u>399.25</u>
TOTAL					
Eaton-Hearst	<u>724.1</u>	<u>341,719.02</u>	<u>3,821.08</u>	<u>345,540.10</u>	<u>477.20</u>
Hardy	236.0	122,981.47	151.08	123,132.55	521.75
Key	<u>243.3</u>	<u>102,758.04</u>	<u>297.99</u>	<u>103,056.03</u>	<u>423.58</u>
TOTAL					
Hardy-Key	<u>479.3</u>	<u>225,739.51</u>	<u>449.07</u>	<u>226,188.58</u>	<u>471.91</u>
Hyde	131.3	54,722.93	199.13	54,922.06	418.29
Fillmore	193.3	98,479.39	203.42	98,682.81	510.52
Jackson	<u>118.1</u>	<u>45,599.40</u>	<u>117.02</u>	<u>45,716.42</u>	<u>387.10</u>
TOTAL					
Hyde-Fillmore-Jackson	<u>442.7</u>	<u>198,801.72</u>	<u>519.57</u>	<u>199,321.29</u>	<u>450.24</u>
Mann	266.3	119,100.19	2,387.05	121,487.24	456.20
Stoddert	<u>277.6</u>	<u>115,589.25</u>	<u>1,772.74</u>	<u>117,361.99</u>	<u>515.65</u>
TOTAL					
Mann-Stoddert	<u>493.9</u>	<u>234,689.44</u>	<u>4,159.79</u>	<u>238,849.23</u>	<u>483.60</u>
Military Road	44.9	58,154.38	8,046.20	66,191.58	1,474.20
Oyster	<u>273.5</u>	<u>112,015.20</u>	<u>142.06</u>	<u>112,157.26</u>	<u>410.08</u>
TOTAL					
Oyster-Military Rd.	<u>318.4</u>	<u>170,160.58</u>	<u>8,188.26</u>	<u>178,348.84</u>	<u>560.14</u>

FY 1963

WARD IV
FY 1965

	1	2	3	4	5	6	7
	Building Capacity	ADM	Expenditures D.C. Budget	Expenditures	Building Capacity	ADM	Expenditures D.C. Budget
Bancroft	✓ 550	✓ 838.2	✓ 1205271.31	✓ 244190	✓ 800	✓ 906.8	✓ 1299258.66
Barnard	✓ 1026	✓ 1142.4	✓ 1297610.46	✓ 260.51	✓ 1026	✓ 1271.6	✓ 1343471.78
Brightwood	✓ 574	✓ 693.9	✓ 198148.46	✓ 285.58	✓ 574	✓ 729.7	✓ 211754.58
Pittsforth	✓ 520	✓ 697.9	✓ 1220234.31	✓ 315.57	✓ 520	✓ 754.2	✓ 1294994.69
Powell Annex	✓ 866	✓ 974.7	✓ 241176.85	✓ 247.44	✓ 866	✓ 948.8	✓ 294513.51
Rudolph	✓ 848	✓ 866.9	✓ 1229313.67	✓ 264.52	✓ 848	✓ 965.4	✓ 1287277.93
Highland	✓ 460	✓ 487.6	✓ 144716.79	✓ 296.79	✓ 460	✓ 514.7	✓ 1168348.07
Tuloma Military Road	✓ 520	✓ 501.3	✓ 199517.24	✓ 398.00	✓ 520	✓ 601.0	✓ 1240430.73
Truesdell	✓ 590	✓ 703.0	✓ 1264318.23	✓ 375.99	✓ 590	✓ 718.6	✓ 1316246.51
West	✓ 520	✓ 585.2	✓ 180068.28	✓ 307.70	✓ 520	✓ 610.5	✓ 1204801.84
Witter	✓ 988	✓ 1078.5	✓ 275833.81	✓ 255.76	✓ 998	✓ 1201.6	✓ 1343858.72
	7442	8569.6	2456209.41	286.62	7722	9162.9	3054957.03
MacFarland	✓ 982	✓ 1168.7	✓ 1503024.88	✓ 298.76	✓ 982	✓ 1404.3	✓ 1604088.08
Paul	✓ 1126	✓ 1384.2	✓ 1539047.77	✓ 389.43	✓ 1126	✓ 1221.2	✓ 1519075.83
	2108	3062.9	1042072.65	339.67	2108	2622.5	1183163.91
Coolidge	✓ 1473	✓ 1210.7	✓ 1688904.74	✓ 569.01	✓ 1473	✓ 1499.9	✓ 1787587.93
Roosevelt	✓ 1551	✓ 1162.9	✓ 131412.31	✓ 663.12	✓ 1551	✓ 1463.5	✓ 1856534.48
	3024	2313.6	1420317.05	613.90	3024	2963.4	1644122.41
Burdick	✓ 468	✓ 409.0	✓ 1232436.71	✓ 568.50	✓ 468	✓ 501.1	✓ 1317490.12
TOTAL	13042	14360.1	5151035.82		13322	15252.9	6139733.47

FY 1968

9		10		11		12		13		14		15	
Expenditure	Building Capacity	Adm	ES&A Title II	ES&A Special Program Expen.	Total ES&A Expenditure	Expenditure D.C. Budget	Total Expenditure	Expenditure	Total Expenditure	Expenditure	Total Expenditure	Expenditure	Total Expenditure
✓ 330.02	✓ 780	✓ 1073.6	✓ 1259.61	✓ 107.00	✓ 1366.61	✓ 398054.03	✓ 399420.64	✓ 3					
✓ 309.43	✓ 996	✓ 1071.4	✓ 1115.76	✓ -	✓ 1115.76	✓ 413126.52	✓ 414242.28	✓ 3					
✓ 290.19	✓ 654	✓ 741.4	✓ 296.16	✓ -	✓ 296.16	✓ 284292.18	✓ 284588.34	✓ 3					
✓ 391.14	✓ 570	✓ 719.8	✓ -	✓ -	✓ -	✓ 259030.93	✓ 259030.93	✓ 3					
✓ 310.41	✓ 846	✓ 900.2	✓ 925.10	✓ -	✓ 925.10	✓ 360552.22	✓ 361477.32	✓ 4					
✓ 317.29	✓ 1068	✓ 1081.0	✓ 1100.65	✓ -	✓ 1100.65	✓ 384618.40	✓ 385719.05	✓ 3					
✓ 327.08	✓ 450	✓ 541.1	✓ 236.74	✓ -	✓ 236.74	✓ 226718.35	✓ 226955.09	✓ 4					
✓ 400.05	✓ 510	✓ 597.2	✓ 602.90	✓ -	✓ 602.90	✓ 239331.35	✓ 239934.25	✓ 4					
✓ 440.09	✓ 1086	✓ 1077.2	✓ 2292.18	✓ -	✓ 2292.18	✓ 493838.61	✓ 496130.79	✓ 4					
✓ 335.47	✓ 510	✓ 591.2	✓ 236.35	✓ -	✓ 236.35	✓ 262814.75	✓ 263051.10	✓ 4					
✓ 286.17	✓ 978	✓ 1212.0	✓ 709.83	✓ 141.22	✓ 851.05	✓ 437669.46	✓ 438520.51	✓ 3					
333.40	8448	9606.1	8775.28	248.22	9023.50	3760046.80	3769070.30	3					
✓ 430.17	✓ 982	✓ 947.9	✓ -	✓ 178.50	✓ 178.50	✓ 583207.16	✓ 583445.66	✓ 6					
✓ 474.19	✓ 1126	✓ 1208.5	✓ 473.55	✓ -	✓ 473.55	✓ 646169.38	✓ 646642.93	✓ 5					
451.16	2108	2156.2	473.55	178.50	652.05	1229436.54	1230088.59	5					
✓ 525.09	✓ 1413	✓ 1640.5	✓ 1004.89	✓ -	✓ 1004.89	✓ 1067028.36	✓ 1068033.25	✓ 6					
✓ 585.26	✓ 1551	✓ 1336.1	✓ 1049.83	✓ 53159.07	✓ 54208.90	✓ 873047.49	✓ 927256.39	✓ 6					
554.80	3024	2976.6	2064.72	53159.07	55213.79	1940075.85	1995289.64	6					
✓ 633.59	✓ 468	✓ 506.8	✓ 229.10	✓ 4193.64	✓ 4422.74	✓ 397729.76	✓ 402152.50	✓ 7					

FY 1968

		9	10	11	12	13	14	15	1
Expenditure	Building Capacity	Adm	GSEA Title II	GSEA Special Program Expen.	Total GSEA Expenditure	Expenditure D.C. Budget	Total Expenditure	Expenditure	Per Cent
✓ 330.02	✓ 780	✓ 1073.6	✓ 1259.61	✓ 107.00	✓ 1366.61	✓ 398054.03	✓ 399420.64	✓ 3.	
✓ 309.43	✓ 996	✓ 1071.4	✓ 1115.76	✓ -	✓ 1115.76	✓ 413126.52	✓ 414242.28	✓ 3.	
✓ 290.19	✓ 654	✓ 741.4	✓ 296.16	✓ -	✓ 296.16	✓ 284292.18	✓ 284588.34	✓ 3.	
✓ 391.14	✓ 570	✓ 719.8	✓ -	✓ -	✓ -	✓ 259030.93	✓ 259030.93	✓ 3.	
✓ 310.41	✓ 846	✓ 900.2	✓ 925.10	✓ -	✓ 925.10	✓ 360552.22	✓ 361477.32	✓ 4.	
✓ 317.29	✓ 1068	✓ 1081.0	✓ 1100.65	✓ -	✓ 1100.65	✓ 384618.40	✓ 385719.05	✓ 3.	
✓ 327.08	✓ 450	✓ 541.1	✓ 236.74	✓ -	✓ 236.74	✓ 226718.35	✓ 226955.09	✓ 4.	
✓ 400.05	✓ 510	✓ 597.2	✓ 602.90	✓ -	✓ 602.90	✓ 239331.35	✓ 239934.25	✓ 4.	
✓ 440.09	✓ 1086	✓ 1077.2	✓ 2292.18	✓ -	✓ 2292.18	✓ 493838.61	✓ 496130.79	✓ 4.	
✓ 335.47	✓ 510	✓ 591.2	✓ 236.35	✓ -	✓ 236.35	✓ 262814.75	✓ 263051.10	✓ 4.	
✓ 286.17	✓ 978	✓ 1212.0	✓ 709.83	✓ 141.22	✓ 851.05	✓ 437669.46	✓ 438520.51	✓ 3.	
333.40	8448	9606.1	8775.28	248.22	9023.50	3760046.80	3769070.30	3	
✓ 430.17	✓ 982	✓ 947.9	✓ -	✓ 178.50	✓ 178.50	✓ 583267.16	✓ 583445.66	✓ 6.	
✓ 474.19	✓ 1126	✓ 1208.5	✓ 473.55	✓ -	✓ 473.55	✓ 646169.38	✓ 646642.93	✓ 5.	
451.16	2108	2156.2	473.55	178.50	652.05	1229436.54	1230088.59	5.	
✓ 525.09	✓ 1473	✓ 1640.5	✓ 1004.89	✓ -	✓ 1004.89	✓ 1067028.36	✓ 1068033.25	✓ 6.	
✓ 585.26	✓ 1551	✓ 1336.1	✓ 1044.83	✓ 53159.07	✓ 54208.90	✓ 873047.49	✓ 927256.39	✓ 6.	
554.80	3024	2976.6	2064.72	53159.07	65213.79	1940075.85	1995289.64	6.	
✓ 633.59	✓ 468	✓ 506.8	✓ 229.10	✓ 4193.64	✓ 4422.74	✓ 397729.76	✓ 402152.50	✓ 7.	

FY 1968

		12	13	14	15	16	
ESEA Title	ESEA Special Program Expen.	Total ESEA Expenditures	Expenditures D.C. Budget	Total Expenditure	Expenditure Per Pupil		
3.6 ✓	1259.61 ✓	107.00 ✓	1366.61 ✓	398054.03 ✓	399429.64 ✓	372.04	1
1.4 ✓	1115.76 ✓	- ✓	1115.76 ✓	413126.52 ✓	414242.28 ✓	384.77	2
1.4 ✓	296.16 ✓	- ✓	296.16 ✓	284292.18 ✓	284588.34 ✓	383.85	3
7.8 ✓	- ✓	- ✓	- ✓	259030.93 ✓	259030.93 ✓	359.87	4
7.2 ✓	925.10 ✓	- ✓	925.10 ✓	360552.22 ✓	361477.32 ✓	401.49	5
1.0 ✓	1100.65 ✓	- ✓	1100.65 ✓	384618.40 ✓	385719.05 ✓	356.82	6
1.1 ✓	236.74 ✓	- ✓	236.74 ✓	226718.35 ✓	226955.09 ✓	419.43	7
1.2 ✓	602.90 ✓	- ✓	602.90 ✓	239331.35 ✓	239934.25 ✓	401.77	8
7.2 ✓	2292.18 ✓	- ✓	2292.18 ✓	493838.61 ✓	496130.79 ✓	460.57	9
1.2 ✓	236.35 ✓	- ✓	236.35 ✓	262814.75 ✓	263051.10 ✓	444.94	10
2.0 ✓	709.83 ✓	141.22 ✓	851.05 ✓	437669.46 ✓	438520.51 ✓	361.82	11
6.1	8775.28	248.22	9023.50	3760046.80	3769070.30	392.36	12
							13
							14
							15
7.7 ✓	- ✓	178.50 ✓	178.50 ✓	583267.16 ✓	583445.66 ✓	615.64	16
8.5 ✓	473.55 ✓	- ✓	473.55 ✓	646169.38 ✓	646642.93 ✓	535.08	17
6.2	473.55	178.50	652.05	1229436.54	1230088.59	570.49	18
							19
							20
0.5 ✓	1004.89 ✓	- ✓	1004.89 ✓	1067028.36 ✓	1068033.25 ✓	651.04	21
6.1 ✓	1044.83 ✓	53159.07 ✓	54208.90 ✓	873047.49 ✓	927256.39 ✓	694.00	22
6.6	2064.72	53159.07	65213.79	1940075.85	1995289.64	670.36	23
							24
							25
6.8 ✓	229.10 ✓	4193.64 ✓	4422.74 ✓	397729.76 ✓	402152.50 ✓	793.51	26
							27
							28
							29
							30
							31
							32
							33
							34
							35
							36
							37
							38
							39
							40
							41
							42

1968

	11	12	13	14	15	16	
ESEA Title	ESEA Special Program Expen.	Total ESEA Expenditure	Expenditure D.C. Budget	Total Expenditure	Expenditure Per Pupil		
3.6 ✓	1259.61 ✓	107.00 ✓	1366.61 ✓	398054.03 ✓	39942064 ✓	372.04	1
1.4 ✓	1115.76 ✓	- ✓	1115.76 ✓	413126.52 ✓	414242.28 ✓	384.77	2
1.4 ✓	296.16 ✓	- ✓	296.16 ✓	284292.18 ✓	284588.34 ✓	383.85	3
7.8 ✓	- ✓	- ✓	- ✓	259030.93 ✓	259030.93 ✓	359.87	4
2.2 ✓	925.10 ✓	- ✓	925.10 ✓	360552.22 ✓	361477.32 ✓	401.49	5
1.0 ✓	1100.65 ✓	- ✓	1100.65 ✓	384618.40 ✓	385719.05 ✓	356.82	6
1.1 ✓	236.74 ✓	- ✓	236.74 ✓	226718.35 ✓	226955.09 ✓	419.43	7
1.2 ✓	602.90 ✓	- ✓	602.90 ✓	239331.35 ✓	239934.25 ✓	401.77	8
1.2 ✓	2292.18 ✓	- ✓	2292.18 ✓	493838.61 ✓	496130.79 ✓	460.57	9
1.2 ✓	236.35 ✓	- ✓	236.35 ✓	262814.75 ✓	263051.10 ✓	444.94	10
2.0 ✓	709.83 ✓	141.22 ✓	851.05 ✓	437669.46 ✓	438520.51 ✓	361.82	11
6.1	8775.28	248.22	9023.50	3760046.80	3769070.30	392.36	12
							13
							14
							15
7.7 ✓	- ✓	178.50 ✓	178.50 ✓	583207.16 ✓	583445.66 ✓	615.64	16
8.5 ✓	473.55 ✓	- ✓	473.55 ✓	646169.38 ✓	646642.93 ✓	535.08	17
6.2	473.55	178.50	652.05	1229436.54	1230088.59	570.49	18
							19
							20
0.5 ✓	1004.89 ✓	- ✓	1004.89 ✓	1067028.36 ✓	1068033.25 ✓	651.04	21
6.1 ✓	1049.83 ✓	53159.07 ✓	54208.90 ✓	873047.49 ✓	927256.39 ✓	694.00	22
6.6	2054.72	53159.07	65213.79	1940075.85	1995289.64	670.36	23
							24
							25
6.8 ✓	229.10 ✓	4193.64 ✓	4422.74 ✓	397729.76 ✓	402152.50 ✓	793.51	26
							27
							28
							29
							30
							31
							32
							33
							34
							35
							36
							37
							38
							39
							40
							41
							42

Base
Carn
Brist
Potto
Paw
Kud
High
Lok
Pue
re
hi

7M
x

WARD IV
FY 1965

FY 1963

	1	2	3	4	5	6	7
	Building Capacity	ADM	Expenditures D.C. Budget	Expenditures	Building Capacity	ADM	Expenditures D.C. Budget
Bancroft	✓ 550	✓ 838.2	✓ 1205271.31	✓ 244.90	✓ 800	✓ 906.8	✓ 1299258.60
Barnard	✓ 1026	✓ 1142.4	✓ 1297610.46	✓ 260.51	✓ 1026	✓ 1271.6	✓ 1393471.78
Brightwood	✓ 574	✓ 693.9	✓ 148148.46	✓ 285.58	✓ 574	✓ 729.7	✓ 811754.58
Pittworth	✓ 520	✓ 697.9	✓ 1220234.31	✓ 315.57	✓ 520	✓ 754.2	✓ 1294994.69
Powell Annex	✓ 866	✓ 974.7	✓ 241176.85	✓ 247.44	✓ 866	✓ 948.8	✓ 1294512.51
Rudolph	✓ 848	✓ 866.9	✓ 1229313.67	✓ 264.52	✓ 848	✓ 965.4	✓ 1287277.93
Shepard	✓ 460	✓ 487.6	✓ 1144716.79	✓ 296.79	✓ 460	✓ 514.7	✓ 1168348.07
Takoma Military Road	✓ 520	✓ 501.3	✓ 1199517.24	✓ 398.00	✓ 520	✓ 601.0	✓ 1240430.75
Truesdell	✓ 590	✓ 703.0	✓ 1264318.23	✓ 375.99	✓ 590	✓ 718.6	✓ 1316246.51
West	✓ 520	✓ 585.2	✓ 1180068.28	✓ 307.70	✓ 520	✓ 610.5	✓ 1204801.89
Wittner	✓ 998	✓ 1078.5	✓ 1275833.81	✓ 255.76	✓ 998	✓ 1201.6	✓ 1343858.72
	7442	8569.6	2456209.41	286.62	7722	9162.9	3054957.03
MacFarland	✓ 982	✓ 1683.7	✓ 1503024.88	✓ 298.76	✓ 982	✓ 1404.3	✓ 1604088.08
Paul	✓ 1126	✓ 1384.2	✓ 1539042.77	✓ 389.43	✓ 1126	✓ 1221.2	✓ 1579075.83
	2108	3067.9	1042072.65	339.67	2108	2622.5	1183163.91
Coolidge	✓ 1473	✓ 1210.7	✓ 1688904.74	✓ 569.01	✓ 1473	✓ 1499.9	✓ 1787587.92
Roosevelt	✓ 1551	✓ 1162.9	✓ 1731412.31	✓ 663.17	✓ 1551	✓ 1463.5	✓ 1856534.48
	3024	2313.6	1420317.05	613.90	3024	2963.4	1644122.41
Burdick	✓ 468	✓ 409.0	✓ 1232436.71	✓ 568.30	✓ 468	✓ 501.1	✓ 1317490.12
TOTAL	13042	14360.1	5151035.82		13322	15252.9	6139733.47

113

B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

T

ward VI
FY 1965

	2		3		4		5		6		7	
	Building Capacity	ADM.	Expenditure D.C. Budget	PER PUPIL	Building Capacity	ADM.	Expenditure D.C. Budget	PER PUPIL	Building Capacity	ADM.	Expenditure D.C. Budget	PER PUPIL
Blair - Brent	✓ 480	✓ 442.4	✓ 154449.64	✓ 349.12	✓ 480	✓ 490.6	✓ 162778.3					
Bow-Price	✓ 520	✓ 791.9	✓ 222442.46	✓ 280.90	✓ 520	✓ 718.4	✓ 216433.6					
Bryan	✓ 838	✓ 825.3	✓ 248685.89	✓ 301.33	✓ 838	✓ 878.6	✓ 285166.2					
Buchanan	✓ 640	✓ 549.8	✓ 208498.08	✓ 347.61	✓ 640	✓ 654.5	✓ 238799.2					
Edmonds Peabody	✓ 680	✓ 739.2	✓ 205555.05	✓ 278.08	✓ 680	✓ 749.4	✓ 241385.3					
Hiddings	✓ 617	✓ 600.1	✓ 237195.76	✓ 395.26	✓ 676	✓ 613.4	✓ 238711.9					
Laking	✓ 986	✓ 1048.0	✓ 279871.00	✓ 267.05	✓ 986	✓ 1018.8	✓ 332436.5					
Hays Ludlow	✓ 520	✓ 419.2	✓ 141433.89	✓ 337.39	✓ 520	✓ 488.3	✓ 170881.6					
Kempman	✓ 796	✓ 969.6	✓ 261495.74	✓ 269.69	✓ 796	✓ 989.2	✓ 286988.6					
Lenox + Ames	✓ 538	✓ 733.7	✓ 206493.38	✓ 281.44	✓ 538	✓ 707.9	✓ 244454.6					
Logan	✓ 650	✓ 930.0	✓ 253532.75	✓ 272.62	✓ 650	✓ 857.2	✓ 293029.6					
Lanejay	✓ 680	✓ 828.2	✓ 226146.55	✓ 273.06	✓ 680	✓ 806.2	✓ 260404.9					
Mahon Taylor	✓ 480	✓ 556.4	✓ 161586.96	✓ 290.42	✓ 480	✓ 628.1	✓ 199548.7					
Murray	✓ 508	✓ 764.3	✓ 191415.98	✓ 250.45	✓ 508	✓ 820.2	✓ 250015.9					
Miner	✓ 1016	✓ 1025.1	✓ 252160.43	✓ 245.99	✓ 1016	✓ 1128.6	✓ 329455.8					
Payne	✓ 688	✓ 830.9	✓ 272771.12	✓ 328.28	✓ 688	✓ 871.9	✓ 323508.5					
Tyler	✓ 722	✓ 864.8	✓ 223293.47	✓ 258.20	✓ 692	✓ 798.1	✓ 259918.8					
Van Ness	✓ 860	✓ 962.1	✓ 237376.03	✓ 246.73	✓ 860	✓ 1011.1	✓ 293639.9					
Watkins	✓ 938	✓ 1035.0	✓ 231836.04	✓ 224.00	✓ 938	✓ 1095.3	✓ 316319.5					
Wilson, J.O.	✓ 926	✓ 970.3	✓ 255967.86	✓ 263.80	✓ 926	✓ 1001.5	✓ 324120.3					
GIBBS												
Clift	✓ 758	✓ 1271.8	✓ 436390.80	✓ 343.13	✓ 1212	✓ 1218.6	✓ 572636.8					
Hine	✓ 794	✓ 1125.3	✓ 459183.99	✓ 408.06	✓ 794	✓ 934.1	✓ 476040.5					
Stuart	✓ 783	✓ 977.0	✓ 405790.06	✓ 415.34	✓ 783	✓ 968.2	✓ 468385.1					
Eastern	✓ 2327	✓ 1839.4	✓ 868212.73	✓ 472.01	✓ 2327	✓ 2418.6	✓ 1113226.13					
Chamberlain	✓ 540	✓ 499.3	✓ 319804.47	✓ 640.51	✓ 540	✓ 514.8	✓ 379938.11					
TOTAL	19285	21649.1	6961590.13		19768	22381.6	8278225.36					

Fy 1963

TOTAL	19285	21649.1	6961590.13	19768	22381.6	8278225.38
-------	-------	---------	------------	-------	---------	------------

Fy 1963

Fy 1965

	1	2	3	4	5	6	7
	Building Capacity	Adm.	Expenditure D.C. Budget	Expenditures PER PUPIL	Building Capacity	ADM.	Expenditure D.C. Bldg
Blair - Brent	✓ 480	✓ 442.4	✓ 154449.64	✓ 349.12	✓ 480	✓ 490.6	✓ 162778.3
Blew-Purce	✓ 520	✓ 791.9	✓ 222442.46	✓ 280.90	✓ 520	✓ 718.4	✓ 216433.6
Bryan	✓ 838	✓ 825.3	✓ 248685.89	✓ 301.33	✓ 838	✓ 878.6	✓ 285166.2
Buchanan	✓ 640	✓ 599.8	✓ 208498.08	✓ 347.61	✓ 640	✓ 654.5	✓ 238749.2
Edmonds-Parabody	✓ 680	✓ 739.2	✓ 205555.05	✓ 278.08	✓ 680	✓ 744.4	✓ 241385.3
Hiddings	✓ 617	✓ 600.1	✓ 237195.76	✓ 395.26	✓ 676	✓ 613.4	✓ 238711.4
Doling	✓ 986	✓ 1048.0	✓ 279871.00	✓ 267.05	✓ 986	✓ 1018.8	✓ 332436.5
Hays-Ludlow	✓ 520	✓ 419.2	✓ 141433.89	✓ 337.39	✓ 520	✓ 488.3	✓ 170881.6
Kempman	✓ 796	✓ 969.6	✓ 261495.74	✓ 269.69	✓ 796	✓ 989.2	✓ 286988.6
Lenox+Anner	✓ 538	✓ 733.7	✓ 206493.38	✓ 281.44	✓ 538	✓ 707.9	✓ 244454.6
Lagard	✓ 650	✓ 930.0	✓ 253532.75	✓ 272.62	✓ 650	✓ 857.2	✓ 293029.6
Lanejay	✓ 680	✓ 828.2	✓ 226146.55	✓ 273.06	✓ 680	✓ 806.2	✓ 260404.9
Madison-Taylor	✓ 480	✓ 556.4	✓ 161586.96	✓ 290.42	✓ 480	✓ 628.1	✓ 199548.7
Mauzy	✓ 508	✓ 764.3	✓ 191415.98	✓ 250.45	✓ 508	✓ 820.2	✓ 250015.9
Miner	✓ 1016	✓ 1025.1	✓ 252160.43	✓ 245.99	✓ 1016	✓ 1128.6	✓ 329455.8
Payne	✓ 688	✓ 830.9	✓ 272771.12	✓ 328.28	✓ 688	✓ 871.9	✓ 323508.5
Tyler	✓ 722	✓ 864.8	✓ 223293.47	✓ 258.20	✓ 692	✓ 798.1	✓ 259918.8
Van Ness	✓ 860	✓ 962.1	✓ 237376.03	✓ 246.73	✓ 860	✓ 1011.1	✓ 293639.9
Watkins	✓ 938	✓ 1035.0	✓ 231836.04	✓ 224.00	✓ 938	✓ 1095.3	✓ 316319.5
Wilson, J.O. GIBBS	✓ 926	✓ 970.3	✓ 255967.86	✓ 263.80	✓ 926	✓ 1001.5	✓ 324120.3
Clist	✓ 758	✓ 1271.8	✓ 436390.80	✓ 343.13	✓ 1212	✓ 1218.6	✓ 572636.8
Hine	✓ 794	✓ 1125.3	✓ 459183.99	✓ 408.06	✓ 794	✓ 934.1	✓ 476040.5
Stuart	✓ 783	✓ 977.0	✓ 405790.06	✓ 415.34	✓ 783	✓ 968.2	✓ 468385.1
Eastern	✓ 2327	✓ 1839.4	✓ 868212.73	✓ 472.01	✓ 2327	✓ 2418.6	✓ 1113226.13
Chamberlain	✓ 540	✓ 499.3	✓ 319804.47	✓ 640.51	✓ 540	✓ 514.8	✓ 379938.11
TOTAL	19285	21649.1	6961590.13		19768	22381.6	8278225.36

FY 1968

8	9	10	11	12	13	14	15	
Expenditures PER PUPIL	Building Capacity	Adm.	ESEA Title II	ESEA Special Program Expenditure	Total ESEA Expenditure	Expenditure D.C. Budget	Total Expenditure	Expc Per
✓ 331.80	✓ 480	✓ 440.2	✓ 290.83	✓ 11709.88	✓ 12000.71	✓ 202611.45	✓ 214612.61	✓
✓ 301.29	✓ 510	✓ 459.6	✓ 716.79	✓ 30958.32	✓ 31675.11	✓ 206670.79	✓ 238345.90	✓
✓ 324.57	✓ 828	✓ 850.9	✓ 544.48	✓ 23458.69	✓ 24003.17	✓ 346136.81	✓ 370139.98	✓
✓ 364.86	✓ 630	✓ 674.1	✓ 375.82	✓ 8974.11	✓ 9349.93	✓ 26394.16	✓ 273291.09	✓
✓ 322.10	✓ 660	✓ 522.6	✓ 251.46	✓ 7274.20	✓ 7525.66	✓ 320985.81	✓ 328511.47	✓
✓ 389.16	✓ 660	✓ 473.8	✓ 220.31	✓ 9712.35	✓ 9932.66	✓ 225825.67	✓ 235758.33	✓
✓ 326.30	✓ 966	✓ 940.1	✓ 246.77	✓ 21870.71	✓ 22117.48	✓ 384063.54	✓ 406181.02	✓
✓ 349.95	✓ 570	✓ 423.5	✓ 688.49	✓ 14621.04	✓ 15309.53	✓ 191212.96	✓ 206522.49	✓
✓ 290.12	✓ 781	✓ 715.1	-	-	-	✓ 297722.73	✓ 297722.73	✓
✓ 345.32	✓ 528	✓ 532.9	✓ 679.36	✓ 19458.78	✓ 20138.14	✓ 237453.14	✓ 257591.28	✓
✓ 341.85	✓ 660	✓ 755.5	✓ 252.78	✓ 42369.24	✓ 42622.02	✓ 310899.23	✓ 353521.25	✓
✓ 323.00	✓ 660	✓ 599.2	✓ 350.66	✓ 18041.06	✓ 18391.72	✓ 263724.65	✓ 282116.37	✓
✓ 317.70	✓ 480	✓ 541.0	✓ 617.96	✓ 18972.53	✓ 19590.49	✓ 210721.30	✓ 230311.79	✓
✓ 304.82	✓ 498	✓ 541.7	✓ 839.37	✓ 16392.00	✓ 17236.37	✓ 207334.35	✓ 224570.72	✓
✓ 291.92	✓ 996	✓ 943.5	✓ 1115.01	✓ 10379.26	✓ 11494.27	✓ 367400.81	✓ 378895.08	✓
✓ 371.04	✓ 678	✓ 833.8	✓ 310.58	-	✓ 310.58	✓ 331907.37	✓ 332217.95	✓
✓ 325.67	✓ 1182	✓ 955.0	✓ 1045.27	✓ 26984.33	✓ 28029.60	✓ 366890.09	✓ 394919.69	✓
✓ 290.42	✓ 840	✓ 884.0	✓ 454.32	✓ 15807.12	✓ 16261.44	✓ 321144.48	✓ 337405.92	✓
✓ 288.80	✓ 918	✓ 1172.0	✓ 968.89	✓ 14850.53	✓ 15819.42	✓ 396821.03	✓ 412640.45	✓
✓ 323.63	✓ 906	✓ 865.3	✓ 306.37	✓ 44612.61	✓ 44918.98	✓ 354102.56	✓ 399021.54	✓
✓ 1086	✓ 1086	✓ 1017.5	✓ 2785.92	✓ 78.93	✓ 2864.85	✓ 364711.61	✓ 367576.46	✓
✓ 469.91	✓ 1212	✓ 1236.8	✓ 1073.44	✓ 35439.21	✓ 36512.65	✓ 716412.90	✓ 752925.55	✓
✓ 509.62	✓ 794	✓ 998.0	✓ 203.94	-	✓ 203.94	✓ 610373.58	✓ 610577.52	✓
✓ 483.77	✓ 783	✓ 882.5	✓ 554.13	✓ 39144.47	✓ 39698.60	✓ 547843.10	✓ 587541.70	✓
✓ 460.28	✓ 2327	✓ 2354.9	✓ 1563.09	✓ 38336.45	✓ 39899.54	✓ 1425649.60	✓ 1465549.14	✓
✓ 738.03	✓ 540	✓ 513.0	✓ 1332.13	✓ 4308.60	✓ 5640.73	✓ 495775.99	✓ 501416.72	✓

FY 1968

8	9	10	11	12	13	14	15	
Expenditure PER PUPIL	Building Capacity	Adm.	ESEA Title II	ESEA Special Program Expenditure	Total ESEA Expenditure	Expenditure D.C. Budget	Total Expenditure	Expo Per
✓ 331.80	✓ 480	✓ 440.2	✓ 290.83	✓ 11709.88	✓ 12000.71	✓ 202611.45	✓ 214612.61	✓
✓ 301.29	✓ 510	✓ 459.6	✓ 716.79	✓ 30958.32	✓ 31675.11	✓ 206670.79	✓ 238345.90	✓
✓ 324.57	✓ 828	✓ 850.9	✓ 544.48	✓ 23458.69	✓ 24003.17	✓ 346136.81	✓ 370139.98	✓
✓ 364.86	✓ 630	✓ 674.1	✓ 375.82	✓ 8974.11	✓ 9349.93	✓ 26394.16	✓ 273291.09	✓
✓ 322.10	✓ 660	✓ 522.6	✓ 251.46	✓ 7274.20	✓ 7525.66	✓ 320985.81	✓ 328511.47	✓
✓ 389.16	✓ 660	✓ 473.8	✓ 220.31	✓ 9712.35	✓ 9932.66	✓ 225825.67	✓ 235758.33	✓
✓ 326.30	✓ 966	✓ 940.1	✓ 246.77	✓ 21870.71	✓ 22117.48	✓ 384063.54	✓ 406181.02	✓
✓ 349.95	✓ 570	✓ 423.5	✓ 688.49	✓ 14621.04	✓ 15309.53	✓ 191212.96	✓ 206522.49	✓
✓ 290.12	✓ 781	✓ 715.1	✓ -	✓ -	✓ -	✓ 297722.73	✓ 297722.73	✓
✓ 345.32	✓ 528	✓ 532.9	✓ 679.36	✓ 19458.78	✓ 20138.14	✓ 237453.14	✓ 257591.28	✓
✓ 341.85	✓ 660	✓ 755.5	✓ 252.78	✓ 42369.24	✓ 42622.02	✓ 310899.23	✓ 353521.25	✓
✓ 323.00	✓ 660	✓ 599.2	✓ 350.66	✓ 18041.06	✓ 18391.72	✓ 263724.65	✓ 282116.37	✓
✓ 317.70	✓ 480	✓ 541.0	✓ 617.96	✓ 18972.53	✓ 19590.49	✓ 210721.30	✓ 230311.79	✓
✓ 304.82	✓ 498	✓ 541.7	✓ 839.37	✓ 16392.00	✓ 17236.37	✓ 207334.35	✓ 224570.72	✓
✓ 291.92	✓ 996	✓ 943.5	✓ 1115.01	✓ 10379.26	✓ 11494.27	✓ 367400.81	✓ 378895.08	✓
✓ 371.04	✓ 678	✓ 833.8	✓ 310.58	✓ -	✓ 310.58	✓ 331907.37	✓ 332217.95	✓
✓ 325.67	✓ 1182	✓ 955.0	✓ 1045.27	✓ 26984.33	✓ 28029.60	✓ 366890.09	✓ 394919.69	✓
✓ 290.42	✓ 840	✓ 884.0	✓ 454.32	✓ 15807.12	✓ 16261.44	✓ 321144.48	✓ 337405.92	✓
✓ 288.80	✓ 918	✓ 1172.0	✓ 968.89	✓ 14850.53	✓ 15819.42	✓ 396821.03	✓ 412640.45	✓
✓ 323.63	✓ 906	✓ 865.3	✓ 306.37	✓ 44612.61	✓ 44918.98	✓ 354102.56	✓ 399021.54	✓
✓	✓ 1086	✓ 1017.5	✓ 2785.92	✓ 78.93	✓ 2864.85	✓ 364711.61	✓ 367576.46	✓
✓ 469.91	✓ 1212	✓ 1236.8	✓ 1073.44	✓ 35439.21	✓ 36512.65	✓ 716412.90	✓ 752925.55	✓
✓ 504.62	✓ 794	✓ 998.0	✓ 203.94	✓ -	✓ 203.94	✓ 610373.58	✓ 610577.52	✓
✓ 483.77	✓ 783	✓ 882.5	✓ 554.13	✓ 39144.47	✓ 39698.60	✓ 547843.10	✓ 587541.70	✓
✓ 460.28	✓ 2327	✓ 2354.9	✓ 1563.09	✓ 38336.45	✓ 39899.54	✓ 425649.60	✓ 465549.14	✓
✓ 738.03	✓ 540	✓ 513.0	✓ 1332.13	✓ 4308.60	✓ 5640.73	✓ 495775.99	✓ 501416.72	✓

FY 1968

8	9	10	11	12	13	14	15
Expenditure PER PUPIL	Building Capacity	Adm	ESFA Title II	ESFA Special Program Expenditure	Total ESFA Expenditure	Expenditure D.C. Budget	Total Expenditure
✓ 331.80	✓ 480	✓ 440.2	✓ 290.83	✓ 11709.88	✓ 12000.71	✓ 1202611.45	✓ 1214612.61
✓ 301.29	✓ 510	✓ 459.6	✓ 716.79	✓ 30958.32	✓ 31675.11	✓ 206670.79	✓ 238345.90
✓ 324.57	✓ 828	✓ 850.9	✓ 544.48	✓ 23458.69	✓ 24003.17	✓ 346136.81	✓ 370139.98
✓ 364.86	✓ 630	✓ 674.1	✓ 375.82	✓ 8974.11	✓ 9349.93	✓ 26394.16	✓ 27329.09
✓ 322.10	✓ 660	✓ 522.6	✓ 251.46	✓ 7274.20	✓ 7525.66	✓ 320985.81	✓ 328511.47
✓ 389.16	✓ 660	✓ 473.8	✓ 220.31	✓ 9712.35	✓ 9932.66	✓ 225825.67	✓ 235758.33
✓ 326.30	✓ 966	✓ 940.1	✓ 246.77	✓ 21870.71	✓ 22117.48	✓ 384063.54	✓ 406181.02
✓ 349.95	✓ 510	✓ 423.5	✓ 688.49	✓ 14621.04	✓ 15309.53	✓ 191212.96	✓ 206522.49
✓ 290.12	✓ 781	✓ 715.1	-	-	-	✓ 297722.73	✓ 297722.73
✓ 345.32	✓ 528	✓ 532.9	✓ 679.36	✓ 19458.78	✓ 20138.14	✓ 237453.14	✓ 257591.28
✓ 341.85	✓ 660	✓ 755.5	✓ 252.78	✓ 42369.24	✓ 42622.02	✓ 310899.23	✓ 353521.25
✓ 323.00	✓ 660	✓ 599.2	✓ 350.66	✓ 18041.06	✓ 18391.72	✓ 263724.65	✓ 282116.37
✓ 317.70	✓ 480	✓ 541.0	✓ 617.96	✓ 18972.53	✓ 19590.49	✓ 210721.30	✓ 230311.79
✓ 304.82	✓ 498	✓ 541.7	✓ 839.37	✓ 16392.00	✓ 17236.37	✓ 207334.35	✓ 224570.72
✓ 291.92	✓ 996	✓ 943.5	✓ 1115.01	✓ 10379.26	✓ 11494.27	✓ 367400.81	✓ 378895.08
✓ 371.04	✓ 678	✓ 833.8	✓ 310.58	-	✓ 310.58	✓ 331907.37	✓ 332217.95
✓ 325.67	✓ 1182	✓ 955.0	✓ 1045.27	✓ 26984.33	✓ 28029.60	✓ 366890.09	✓ 394919.69
✓ 290.42	✓ 840	✓ 884.0	✓ 454.32	✓ 15807.12	✓ 16261.44	✓ 321144.48	✓ 337405.92
✓ 288.80	✓ 918	✓ 1172.0	✓ 968.89	✓ 14850.53	✓ 15819.42	✓ 396821.03	✓ 412640.45
✓ 323.63	✓ 906	✓ 865.3	✓ 306.37	✓ 44612.61	✓ 44918.98	✓ 354102.56	✓ 399021.54
	✓ 1086	✓ 1017.5	✓ 2785.92	✓ 78.93	✓ 2864.85	✓ 364711.61	✓ 367576.46
✓ 469.91	✓ 1212	✓ 1236.8	✓ 1073.44	✓ 35439.21	✓ 36512.65	✓ 716412.90	✓ 752925.55
✓ 509.62	✓ 794	✓ 998.0	✓ 203.94	-	✓ 203.94	✓ 610373.58	✓ 610577.52
✓ 483.77	✓ 783	✓ 882.5	✓ 554.13	✓ 39144.47	✓ 39698.60	✓ 547845.10	✓ 587541.70
✓ 460.28	✓ 2327	✓ 2354.9	✓ 1563.09	✓ 38336.45	✓ 39899.54	✓ 425649.60	✓ 465549.14
✓ 738.03	✓ 540	✓ 513.0	✓ 1332.13	✓ 4308.60	✓ 5640.73	✓ 495775.99	✓ 501416.72

FY 1963

Wa
FY 1965

	1	2	3	4	5	6	7
	Building Capacity	Adm	Expenditures D.C. Budget	Expenditures	Building Capacity	Adm	Expenditures D.C. Budget
Brookland-Lowe	✓ 700	✓ 653.2	✓ 1228.54315	✓ 349.88	✓ 700	✓ 750.1	✓ 1295.069.91
Bunker Hill	✓ 780	✓ 946.9	✓ 1218.970.70	✓ 231.25	✓ 780	✓ 1119.3	✓ 1369.455.27
Burrage	✓ 928	✓ 933.1	✓ 1248.784.25	✓ 266.62	✓ 928	✓ 969.9	✓ 1302.000.67
Crummell	✓ 520	✓ 567.5	✓ 1166.592.19	✓ 293.53	✓ 520	✓ 559.1	✓ 1200.526.89
Emery	✓ 520	✓ 789.2	✓ 1194.409.31	✓ 246.34	✓ 520	✓ 748.9	✓ 1219.581.50
Keene	✓ 710	✓ 888.4	✓ 1233.301.75	✓ 262.61	✓ 680	✓ 926.3	✓ 1277.507.99
Xangdon	✓ 748	✓ 809.6	✓ 1231.549.60	✓ 286.00	✓ 748	✓ 919.2	✓ 1269.725.92
Xa-Salle	✓ 1010	✓ 1075.8	✓ 1333.910.36	✓ 310.30	✓ 1010	✓ 1023.4	✓ 1420.620.29
Traps	✓ 728	✓ 784.5	✓ 1218.181.71	✓ 278.12	✓ 728	✓ 818.6	✓ 1280.446.57
Webb	✓ 836	✓ 945.6	✓ 1244.797.49	✓ 258.88	✓ 836	✓ 934.0	✓ 1329.539.44
Whalley	✓ 640	✓ 714.0	✓ 1192.065.58	✓ 269.1	✓ 640	✓ 765.0	✓ 1262.438.51
Woodridge	✓ 460	✓ 570.8	✓ 184.536.46	✓ 323.29	✓ 580	✓ 594.8	✓ 1282.134.18
Young	✓ 970	✓ 1428.1	✓ 1397.495.39	✓ 278.34	✓ 970	✓ 1413.3	✓ 1463.399.53
Backus	✓ 919	✓ 793.1	✓ 1209.519.56	✓ 264.18	✓ 919	✓ 1291.8	✓ 1534.041.25
Brown	✓ 1080	✓ 1236.6	✓ 1538.112.06	✓ 435.15	✓ 1080	✓ 1304.3	✓ 1627.934.02
Angley	✓ 905	✓ 1128.0	✓ 1450.789.66	✓ 399.46	✓ 905	✓ 1143.1	✓ 1563.401.56
East	✓ 994	✓ 1421.1	✓ 1457.480.80	✓ 321.92	✓ 994	✓ 1846.9	✓ 1653.212.40
ABAUT							
McKinley	✓ 1787	✓ 1487.7	✓ 1848.567.71	✓ 571.54	✓ 1787	✓ 1877.0	✓ 1967.379.49
Spingarn	✓ 1620	✓ 1396.9	✓ 1772.522.87	✓ 553.85	✓ 1627	✓ 1670.8	✓ 1967.372.11
Phelp	✓ 540	✓ 585.2	✓ 1396.642.61	✓ 677.79	✓ 540	✓ 6659.8	✓ 5527.59.06
TOTAL	17395	19155.3	6766773.15	17492	26636.6	8768559.77	

FY 1963

Wa
FY 1965

	1	2	3	4	5	6	7
	Building Capacity	Adm	Expenditures D.C. Budget	Expenditures	Building Capacity	Adm	Expenditures D.C. Budget
Brookland-Lowe	✓ 700	✓ 653.2	✓ 1228543.15	✓ 349.88	✓ 700	✓ 750.1	✓ 1295069.91
Bunker Hill	✓ 780	✓ 946.9	✓ 1218970.70	✓ 231.25	✓ 780	✓ 1119.3	✓ 1309455.27
Burrage	✓ 928	✓ 933.1	✓ 1248784.25	✓ 266.62	✓ 928	✓ 969.9	✓ 1302000.67
Crummell	✓ 520	✓ 567.5	✓ 1166592.19	✓ 293.55	✓ 520	✓ 559.1	✓ 1200526.09
Emery	✓ 520	✓ 789.2	✓ 1194409.31	✓ 246.34	✓ 520	✓ 748.9	✓ 1219581.50
Keene	✓ 710	✓ 888.4	✓ 1233301.75	✓ 262.61	✓ 680	✓ 926.3	✓ 1277507.99
Xangdon	✓ 748	✓ 809.6	✓ 1231549.60	✓ 286.00	✓ 748	✓ 919.2	✓ 1269725.93
Xa Falle	✓ 1010	✓ 1075.8	✓ 1333910.36	✓ 310.30	✓ 1010	✓ 1023.4	✓ 1420620.29
Ways	✓ 728	✓ 784.5	✓ 1218181.71	✓ 278.12	✓ 728	✓ 818.6	✓ 1280446.57
Webb	✓ 836	✓ 945.6	✓ 1244797.49	✓ 258.88	✓ 836	✓ 934.0	✓ 1329539.44
Wheatley	✓ 640	✓ 714.0	✓ 1192065.58	✓ 269.1	✓ 640	✓ 765.0	✓ 1262439.51
Woodridge	✓ 460	✓ 570.8	✓ 184536.46	✓ 323.29	✓ 580	✓ 594.8	✓ 1222134.18
Young	✓ 970	✓ 1428.1	✓ 1397495.39	✓ 278.34	✓ 970	✓ 1413.3	✓ 1463399.53
Backus	✓ 919	✓ 793.1	✓ 1209519.50	✓ 264.18	✓ 919	✓ 1291.8	✓ 1584041.25
Brown	✓ 1080	✓ 1236.6	✓ 1538112.06	✓ 435.15	✓ 1080	✓ 1304.3	✓ 1627934.02
Langley	✓ 905	✓ 1128.0	✓ 1450789.66	✓ 399.46	✓ 905	✓ 1143.1	✓ 1563401.56
LAFT	✓ 994	✓ 1421.1	✓ 1457480.80	✓ 321.92	✓ 994	✓ 1246.9	✓ 1653212.40
ABAUT							
McKinley	✓ 1787	✓ 1487.7	✓ 1848527.71	✓ 571.54	✓ 1787	✓ 1872.0	✓ 1967379.49
Spingarn	✓ 1620	✓ 1396.9	✓ 1772522.87	✓ 553.23	✓ 1627	✓ 1670.8	✓ 1967372.11
Phelp	✓ 540	✓ 585.2	✓ 1396642.61	✓ 677.79	✓ 540	✓ 6659.8	✓ 552759.06
TOTAL	17395	19155.3	6766773.15		17492	26636.6	8768559.77

FY 1963

Wa
FY 1965

	1	2	3	4	5	6	7
	Building Capacity	Adm	Expenditures D.C. Budget	Expenditures	Building Capacity	Adm	Expenditures D.C. Budget
Brookland-Lowe	✓ 700	✓ 653.2	✓ 1228543.15	✓ 349.88	✓ 700	✓ 750.1	✓ 1295069.91
Bunker Hill	✓ 780	✓ 946.9	✓ 218970.70	✓ 231.25	✓ 780	✓ 1119.3	✓ 1309455.27
Burrup	✓ 928	✓ 933.1	✓ 248784.25	✓ 268.62	✓ 928	✓ 969.9	✓ 1302000.67
Crummell	✓ 520	✓ 567.5	✓ 166592.19	✓ 293.55	✓ 520	✓ 559.1	✓ 1200526.09
Emery	✓ 520	✓ 789.2	✓ 194409.31	✓ 246.34	✓ 520	✓ 748.9	✓ 1219581.50
Keene	✓ 710	✓ 888.4	✓ 1233301.75	✓ 262.61	✓ 680	✓ 926.3	✓ 1277507.99
Langdon	✓ 748	✓ 809.6	✓ 1231549.60	✓ 286.00	✓ 748	✓ 919.2	✓ 1269725.93
La Salle	✓ 1010	✓ 1075.8	✓ 1333910.36	✓ 310.38	✓ 1010	✓ 1023.4	✓ 1420620.29
Lays	✓ 728	✓ 784.5	✓ 1218181.71	✓ 278.12	✓ 728	✓ 819.6	✓ 1280446.57
Nell	✓ 836	✓ 945.6	✓ 1244797.49	✓ 258.88	✓ 836	✓ 934.0	✓ 1329539.44
Whately	✓ 640	✓ 714.0	✓ 1192065.58	✓ 269.00	✓ 640	✓ 765.0	✓ 1262432.51
Woodridge	✓ 460	✓ 570.8	✓ 184536.46	✓ 323.29	✓ 580	✓ 504.8	✓ 1222134.18
Young	✓ 970	✓ 1428.1	✓ 1397495.39	✓ 278.34	✓ 970	✓ 1413.3	✓ 1463399.53
Backus	✓ 919	✓ 793.1	✓ 1209519.50	✓ 264.18	✓ 919	✓ 1291.8	✓ 1584041.25
Brown	✓ 1080	✓ 11236.6	✓ 1538112.06	✓ 435.15	✓ 1080	✓ 1304.3	✓ 1627934.02
Langley	✓ 905	✓ 1128.0	✓ 1450789.66	✓ 399.46	✓ 905	✓ 1143.1	✓ 1563401.56
East ABAUT	✓ 994	✓ 1421.1	✓ 1457480.80	✓ 321.92	✓ 994	✓ 1246.9	✓ 1653212.40
McKinley	✓ 1787	✓ 1487.7	✓ 1848567.71	✓ 571.54	✓ 1787	✓ 1872.0	✓ 1967379.49
Spingarn	✓ 1620	✓ 1396.9	✓ 1772522.87	✓ 553.25	✓ 1627	✓ 1670.8	✓ 1967372.11
Phelp	✓ 540	✓ 585.2	✓ 1396642.61	✓ 677.79	✓ 540	✓ 659.8	✓ 552759.06
TOTAL	17395	19155.3	6766773.15		17492	26636.6	8768559.77

V

FY 1968

Expenditures	9	10	11	12	13	14	15	16
	Building Capacity	ADM.	ESCA Title II	ESCA Special Program Expenditure	Total ESCA Expenditure	Expenditure D.C. Budget	Total Expenditure	Expenditure Per Pupil
393.37 ✓	1140 ✓	1198.9 ✓	1793.19 ✓	- ✓	1793.19 ✓	440527.62 ✓	442320.81 ✓	368.
276.47 ✓	1116 ✓	1158.2 ✓	1157.69 ✓	- ✓	1157.69 ✓	406687.79 ✓	407845.48 ✓	352.
311.37 ✓	918 ✓	919.3 ✓	758.90 ✓	- ✓	758.90 ✓	358549.26 ✓	359308.16 ✓	390.
358.68 ✓	510 ✓	466.6 ✓	831.81 ✓	- ✓	831.81 ✓	203622.44 ✓	204454.25 ✓	438.
293.91 ✓	510 ✓	680.4 ✓	248.98 ✓	30478.23 ✓	30727.21 ✓	268034.34 ✓	298763.55 ✓	439.
299.59 ✓	660 ✓	845.3 ✓	1010.79 ✓	- ✓	1010.79 ✓	318782.83 ✓	319793.62 ✓	378.
293.44 ✓	738 ✓	675.2 ✓	193.43 ✓	- ✓	193.43 ✓	319843.87 ✓	320037.30 ✓	473.
411.00 ✓	990 ✓	1029.5 ✓	306.86 ✓	450.00 ✓	756.86 ✓	460093.89 ✓	460850.75 ✓	447.
342.17 ✓	708 ✓	659.1 ✓	800.28 ✓	113.40 ✓	913.68 ✓	258732.73 ✓	259646.41 ✓	393.
358.85 ✓	1056 ✓	988.8 ✓	768.68 ✓	- ✓	768.68 ✓	401763.52 ✓	402532.20 ✓	407.
343.65 ✓	1146 ✓	894.9 ✓	653.81 ✓	7297.93 ✓	7951.74 ✓	352526.32 ✓	360478.06 ✓	402.
323.46 ✓	570 ✓	607.0 ✓	280.99 ✓	- ✓	280.99 ✓	245545.95 ✓	245826.94 ✓	404.
327.88 ✓	960 ✓	1523.9 ✓	2352.65 ✓	157.85 ✓	2510.50 ✓	496663.60 ✓	499174.10 ✓	322.
452.11 ✓	919 ✓	929.9 ✓	964.30 ✓	- ✓	964.30 ✓	561050.31 ✓	562014.61 ✓	604.
481.43 ✓	1080 ✓	1197.7 ✓	993.48 ✓	- ✓	993.48 ✓	692271.11 ✓	693264.59 ✓	578.
492.87 ✓	905 ✓	1164.1 ✓	1158.81 ✓	31314.78 ✓	32473.59 ✓	658532.17 ✓	691005.76 ✓	593.
523.87 ✓	994 ✓	1040.4 ✓	1057.06 ✓	- ✓	1057.06 ✓	615901.74 ✓	616958.80 ✓	591.
✓	1473 ✓	1499.9 ✓	1838.02 ✓	- ✓	1838.02 ✓	735540.24 ✓	737378.26 ✓	491.
515.39 ✓	1787 ✓	2358.6 ✓	2197.72 ✓	- ✓	2197.72 ✓	1429409.31 ✓	1431602.03 ✓	607.
578.99 ✓	1627 ✓	1552.2 ✓	1194.24 ✓	41994.78 ✓	43189.02 ✓	111599.49 ✓	1154788.51 ✓	744.
837.77 ✓	540 ✓	651.3 ✓	1418.77 ✓	4411.58 ✓	5830.35 ✓	1273065.36 ✓	1278895.71 ✓	1963.

V

Fy 1968

Expenditures	9		10		11		12		13		14		15		16	
	Building Capacity		ADM		ESCA Title II		ESCA Special Program Expenditure		Total ESCA Expenditure		Expenditure D.C. Budget		Total Expenditure		Expendit. Per Pup.	
343.37 ✓	1140 ✓	✓	1198.9 ✓	✓	1793.19 ✓	✓	- ✓	✓	1793.19 ✓	✓	440527.62 ✓	✓	442320.81 ✓	✓	368.	✓
276.47 ✓	1116 ✓	✓	1158.2 ✓	✓	1157.69 ✓	✓	- ✓	✓	1157.69 ✓	✓	406687.79 ✓	✓	407845.48 ✓	✓	352.	✓
311.37 ✓	918 ✓	✓	919.3 ✓	✓	758.90 ✓	✓	- ✓	✓	758.90 ✓	✓	358549.26 ✓	✓	359308.16 ✓	✓	390.	✓
358.68 ✓	510 ✓	✓	466.6 ✓	✓	831.81 ✓	✓	- ✓	✓	831.81 ✓	✓	203622.44 ✓	✓	204454.25 ✓	✓	438.	✓
243.91 ✓	510 ✓	✓	680.4 ✓	✓	248.98 ✓	✓	30478.23 ✓	✓	30727.21 ✓	✓	268036.34 ✓	✓	298763.55 ✓	✓	439.	✓
299.59 ✓	660 ✓	✓	845.3 ✓	✓	1010.79 ✓	✓	- ✓	✓	1010.79 ✓	✓	318782.83 ✓	✓	319793.62 ✓	✓	378.	✓
293.44 ✓	738 ✓	✓	675.2 ✓	✓	193.43 ✓	✓	- ✓	✓	193.43 ✓	✓	319843.87 ✓	✓	320037.30 ✓	✓	473.	✓
411.00 ✓	990 ✓	✓	1029.5 ✓	✓	306.86 ✓	✓	450.00 ✓	✓	756.86 ✓	✓	460093.89 ✓	✓	460850.75 ✓	✓	447.	✓
340.17 ✓	708 ✓	✓	659.1 ✓	✓	800.28 ✓	✓	113.40 ✓	✓	913.68 ✓	✓	258732.73 ✓	✓	259646.41 ✓	✓	393.	✓
358.85 ✓	1056 ✓	✓	988.8 ✓	✓	768.68 ✓	✓	- ✓	✓	768.68 ✓	✓	401763.52 ✓	✓	402532.20 ✓	✓	407.	✓
343.65 ✓	1146 ✓	✓	894.9 ✓	✓	653.81 ✓	✓	7297.93 ✓	✓	7951.74 ✓	✓	352526.32 ✓	✓	360478.06 ✓	✓	402.	✓
323.46 ✓	570 ✓	✓	607.0 ✓	✓	280.99 ✓	✓	- ✓	✓	280.99 ✓	✓	245545.95 ✓	✓	245826.94 ✓	✓	404.	✓
327.88 ✓	960 ✓	✓	1523.9 ✓	✓	2352.65 ✓	✓	157.85 ✓	✓	2510.50 ✓	✓	496663.60 ✓	✓	499174.10 ✓	✓	327.	✓
452.11 ✓	919 ✓	✓	929.9 ✓	✓	964.30 ✓	✓	- ✓	✓	964.30 ✓	✓	561050.31 ✓	✓	562014.61 ✓	✓	604.	✓
481.43 ✓	1080 ✓	✓	1197.7 ✓	✓	993.48 ✓	✓	- ✓	✓	993.48 ✓	✓	692271.11 ✓	✓	693264.59 ✓	✓	578.	✓
492.87 ✓	905 ✓	✓	1164.1 ✓	✓	1158.81 ✓	✓	31314.78 ✓	✓	32473.59 ✓	✓	658532.17 ✓	✓	691005.76 ✓	✓	593.	✓
523.87 ✓	994 ✓	✓	1040.4 ✓	✓	1057.06 ✓	✓	- ✓	✓	1057.06 ✓	✓	615901.74 ✓	✓	616958.80 ✓	✓	591.	✓
✓	1473 ✓	✓	1499.9 ✓	✓	1838.02 ✓	✓	- ✓	✓	1838.02 ✓	✓	735540.24 ✓	✓	737378.26 ✓	✓	491.	✓
515.39 ✓	1787 ✓	✓	2358.6 ✓	✓	2197.72 ✓	✓	- ✓	✓	2197.72 ✓	✓	1429409.31 ✓	✓	1431602.03 ✓	✓	607.	✓
578.99 ✓	1627 ✓	✓	1552.2 ✓	✓	1194.24 ✓	✓	41994.78 ✓	✓	43189.02 ✓	✓	111599.49 ✓	✓	1154788.51 ✓	✓	744.	✓
537.77 ✓	540 ✓	✓	651.3 ✓	✓	1418.77 ✓	✓	4411.58 ✓	✓	5830.35 ✓	✓	1273065.36 ✓	✓	1278895.71 ✓	✓	1963.	✓

Fy 1968

Expenditures	0	10	1	12	13	14	15	16
	Building Capacity	Adm	ESCA Title II	ESCA Special Programs Expenditures	Total ESCA Expenditures	Expenditures D.C. Budget	Total Expenditures	Expenditures Per Pup
343.37 ✓	1140 ✓	✓ 1198.9 ✓	✓ 1793.19 ✓	✓ - ✓	✓ 1793.19 ✓	✓ 440527.62 ✓	✓ 442320.81 ✓	✓ 368.
376.47 ✓	1116 ✓	✓ 1158.2 ✓	✓ 1157.69 ✓	✓ - ✓	✓ 1157.69 ✓	✓ 406687.79 ✓	✓ 407845.48 ✓	✓ 352.
311.37 ✓	918 ✓	✓ 919.3 ✓	✓ 758.90 ✓	✓ - ✓	✓ 758.90 ✓	✓ 358549.26 ✓	✓ 359308.16 ✓	✓ 390.
358.68 ✓	510 ✓	✓ 406.6 ✓	✓ 831.81 ✓	✓ - ✓	✓ 831.81 ✓	✓ 203622.44 ✓	✓ 204454.25 ✓	✓ 438.
243.21 ✓	510 ✓	✓ 680.4 ✓	✓ 248.98 ✓	✓ 30478.23 ✓	✓ 30727.21 ✓	✓ 268034.34 ✓	✓ 298763.55 ✓	✓ 439.
299.59 ✓	660 ✓	✓ 845.3 ✓	✓ 1010.79 ✓	✓ - ✓	✓ 1010.79 ✓	✓ 318782.83 ✓	✓ 319793.62 ✓	✓ 378.
293.44 ✓	738 ✓	✓ 675.2 ✓	✓ 193.43 ✓	✓ - ✓	✓ 193.43 ✓	✓ 319843.87 ✓	✓ 320037.30 ✓	✓ 473.
411.00 ✓	990 ✓	✓ 1029.5 ✓	✓ 306.86 ✓	✓ 450.00 ✓	✓ 756.86 ✓	✓ 460093.89 ✓	✓ 460850.75 ✓	✓ 447.
342.17 ✓	708 ✓	✓ 659.1 ✓	✓ 800.28 ✓	✓ 113.40 ✓	✓ 913.68 ✓	✓ 258732.73 ✓	✓ 259646.41 ✓	✓ 393.
359.85 ✓	1056 ✓	✓ 988.8 ✓	✓ 768.68 ✓	✓ - ✓	✓ 768.68 ✓	✓ 401763.52 ✓	✓ 402532.20 ✓	✓ 407.
343.65 ✓	1146 ✓	✓ 894.9 ✓	✓ 653.81 ✓	✓ 7297.93 ✓	✓ 7951.74 ✓	✓ 352526.32 ✓	✓ 360478.06 ✓	✓ 402.
323.46 ✓	570 ✓	✓ 607.0 ✓	✓ 280.99 ✓	✓ - ✓	✓ 280.99 ✓	✓ 245545.95 ✓	✓ 245826.94 ✓	✓ 404.
327.88 ✓	960 ✓	✓ 1523.9 ✓	✓ 2352.65 ✓	✓ 157.85 ✓	✓ 2510.50 ✓	✓ 496663.60 ✓	✓ 499174.10 ✓	✓ 322.
452.11 ✓	919 ✓	✓ 929.9 ✓	✓ 964.30 ✓	✓ - ✓	✓ 964.30 ✓	✓ 561050.31 ✓	✓ 562014.61 ✓	✓ 604.
481.43 ✓	1080 ✓	✓ 1197.7 ✓	✓ 993.48 ✓	✓ - ✓	✓ 993.48 ✓	✓ 692271.11 ✓	✓ 693264.59 ✓	✓ 578.
492.82 ✓	905 ✓	✓ 1164.1 ✓	✓ 1158.81 ✓	✓ 31314.78 ✓	✓ 32473.59 ✓	✓ 658532.17 ✓	✓ 691005.76 ✓	✓ 593.
523.87 ✓	994 ✓	✓ 1040.4 ✓	✓ 1057.06 ✓	✓ - ✓	✓ 1057.06 ✓	✓ 615901.74 ✓	✓ 616958.80 ✓	✓ 591.
✓ 1473 ✓	✓ 1473 ✓	✓ 1499.9 ✓	✓ 1838.02 ✓	✓ - ✓	✓ 1838.02 ✓	✓ 735540.24 ✓	✓ 737378.26 ✓	✓ 491.
515.39 ✓	1787 ✓	✓ 2358.6 ✓	✓ 2197.72 ✓	✓ - ✓	✓ 2197.72 ✓	✓ 1429409.31 ✓	✓ 1431607.03 ✓	✓ 607.
578.99 ✓	1627 ✓	✓ 1552.2 ✓	✓ 1194.24 ✓	✓ 41994.78 ✓	✓ 43189.02 ✓	✓ 111599.49 ✓	✓ 1154788.51 ✓	✓ 744.
537.77 ✓	540 ✓	✓ 651.3 ✓	✓ 1418.77 ✓	✓ 4411.58 ✓	✓ 5830.35 ✓	✓ 1273065.36 ✓	✓ 1278895.71 ✓	✓ 1963.

FY 1963

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURES D.C. BUDGET	EXPENDITURES	BUILDING CAPACITY	ADM	EXPENDITURES D.C. BUDGET
Adams-Oyster	✓ 910	✓ 627.7	✓ 1222389.57	✓ 354.29	✓ 910	✓ 599.0	✓ 1242858.
Bruce	✓ 520	✓ 702.2	✓ 178431.98	✓ 254.10	✓ 520	✓ 584.0	✓ 1201981.
Cooke H.D.	✓ 896	✓ 1062.7	✓ 243876.66	✓ 229.49	✓ 896	✓ 868.6	✓ 1293666.
Dage-Eckington	✓ 640	✓ 591.7	✓ 1207194.39	✓ 350.17	✓ 640	✓ 693.2	✓ 1217586.
Drumke	✓ 640	✓ 1071.0	✓ 1278506.04	✓ 260.04	✓ 640	✓ 799.3	✓ 1283076.
Harrison	✓ 520	✓ 891.2	✓ 241952.25	✓ 271.49	✓ 520	✓ 583.6	✓ 1212433.
Lewis	✓ 758	✓ 812.0	✓ 53443.79	✓ 65.82	✓ 758	✓ 827.8	✓ 1213778.
Monroe	✓ 520	✓ 918.9	✓ 225800.86	✓ 245.73	✓ 520	✓ 676.8	✓ 1225121.
Morgan+Annex	✓ 760	✓ 940.1	✓ 1253036.28	✓ 269.16	✓ 760	✓ 910.6	✓ 1273338.
Mutt	✓ 790	✓ 825.7	✓ 1326830.01	✓ 395.82	✓ 790	✓ 705.0	✓ 1340724.
Park View	✓ 980	✓ 1084.7	✓ 1311097.46	✓ 286.81	✓ 980	✓ 1055.6	✓ 1364056.
Raymond	✓ 580	✓ 745.2	✓ 216693.77	✓ 290.79	✓ 580	✓ 759.8	✓ 1252443.
Meyer	✓ 8514	✓ 10268.1	✓ 2759253.06		✓ 1076	✓ 1334.5	✓ 1491877.
	8514	10268.1	2759253.06	268.72	9590	10397.8	3612944.
Banneker	✓ 851	✓ 1377.5	✓ 480679.55	✓ 348.95	✓ 851	✓ 1452.3	✓ 1642989.
Marnet-Patterson	✓ 708	✓ 910.0	✓ 1388041.05	✓ 426.42	✓ 708	✓ 854.9	✓ 1494534.
LINCOLN	1559	2287.5	868720.60	379.77	1559	2307.2	1137524.
Cardozo	✓ 1780	✓ 1122.1	✓ 1746600.06	✓ 665.36	✓ 1780	✓ 1607.4	✓ 1964196.
Bell	✓ 540	✓ 376.9	✓ 1324546.46	✓ 861.09	✓ 540	✓ 409.8	✓ 1414478.
TOTAL	12400	14059.6	4699120.18		14469	14722.2	6129133.

FY 1968

8	9	10	11	12	13	14	15
STAFFS	EXPENDITURES	BUILDING	ADM	ESBA TIME	ESBA SPECIAL	TOTAL	EXPENDITURES
PROJECT	PERSONAL	CAPACITY		II ETAL.	PROGRAM	ESBA	D.C. BUDGET
					EXPENDITURES	EXPENDITURES	EXPENDITURES
1.58.43 ✓	405.44 ✓	900 ✓	620.0 ✓	473.42 ✓	- ✓	473.42 ✓	242464.10 ✓
3.81.29 ✓	345.86 ✓	510 ✓	514.5 ✓	772.94 ✓	17364.99 ✓	18137.93 ✓	256169.28 ✓
2.66.58 ✓	338.09 ✓	876 ✓	1096.6 ✓	400.00 ✓	24598.28 ✓	24998.28 ✓	396164.95 ✓
2.36.04 ✓	313.89 ✓	600 ✓	705.4 ✓	1070.38 ✓	4866.19 ✓	5936.57 ✓	271869.55 ✓
9.76.94 ✓	354.16 ✓	690 ✓	666.2 ✓	303.97 ✓	296.66 ✓	600.63 ✓	316422.73 ✓
2.33.43 ✓	364.01 ✓	570 ✓	657.9 ✓	329.09 ✓	27539.94 ✓	27869.03 ✓	270720.98 ✓
3.78.17 ✓	258.25 ✓	738 ✓	712.9 ✓	316.59 ✓	20115.80 ✓	20432.39 ✓	281163.52 ✓
3.1.95 ✓	332.63 ✓	510 ✓	612.7 ✓	216.93 ✓	456.50 ✓	673.43 ✓	299435.65 ✓
4.38.69 ✓	300.17 ✓	750 ✓	730.9 ✓	3372.29 ✓	10252.85 ✓	13623.14 ✓	388317.91 ✓
9.04.95 ✓	483.30 ✓	780 ✓	737.1 ✓	312.92 ✓	8465.25 ✓	8784.17 ✓	322994.66 ✓
6.6.61 ✓	344.88 ✓	1038 ✓	975.3 ✓	1664.36 ✓	4780.45 ✓	6444.81 ✓	420851.47 ✓
4.3.46 ✓	332.25 ✓	1056 ✓	1000.0 ✓	1031.01 ✓	117.50 ✓	1148.51 ✓	384563.11 ✓
1.77.93 ✓	368.59 ✓	1056 ✓	1228.3 ✓	407.55 ✓	407.00 ✓	814.55 ✓	457192.02 ✓
44.39	347.47	10074	10262.8	10677.45	119256.41	129936.86	4308329.93
89.97 ✓	442.74 ✓	851 ✓	756.1 ✓	308.43 ✓	6742.15 ✓	6050.58 ✓	593850.88 ✓
34.10 ✓	578.47 ✓	708 ✓	785.0 ✓	1469.91 ✓	56698.64 ✓	58168.55 ✓	532173.47 ✓
		1498 ✓	1287.7 ✓	5646.11 ✓	8688.04 ✓	14334.15 ✓	711606.49 ✓
24.07	493.03	3057	2828.8	7424.45	71128.83	78553.28	1838230.84
46.16 ✓	599.85 ✓	1780 ✓	1560.9 ✓	2562.92 ✓	15857.54 ✓	18420.46 ✓	1177017.14 ✓
78.56 ✓	1011.42 ✓	540 ✓	424.8 ✓	600.19 ✓	3669.02 ✓	4269.21 ✓	490023.72 ✓

33.18

14

15

16

EXAMINATIONS	TOTAL	EXAMINATIONS
D.C. BUDGET	EXPENDITURES	PER ANNUAL
1.42 ✓ 242464.10	✓ 1242937.52	✓ 391.83 1
1.93 ✓ 256169.28	✓ 274307.21	✓ 628.02 2
2.28 ✓ 396164.95	✓ 421163.23	✓ 384.06 3
2.57 ✓ 271869.55	✓ 277806.12	✓ 393.83 4
2.63 ✓ 316422.73	✓ 317023.36	✓ 475.87 5
2.93 ✓ 270720.98	✓ 298590.01	✓ 453.85 6
2.39 ✓ 281163.52	✓ 301595.91	✓ 423.06 7
3.43 ✓ 299435.65	✓ 300109.08	✓ 489.81 8
3.14 ✓ 388317.91	✓ 401941.05	✓ 549.93 9
4.17 ✓ 322994.66	✓ 331778.83	✓ 450.11 10
4.81 ✓ 420851.47	✓ 427296.28	✓ 438.12 11
8.51 ✓ 384563.11	✓ 385711.62	✓ 385.71 12
4.55 ✓ 457192.02	✓ 458006.52	✓ 368.59 13
6.86 ✓ 4308329.93	✓ 4438266.79	✓ 432.46 14
		15
50.58 ✓ 593850.88	✓ 599901.46	✓ 793.42 16
8.55 ✓ 532773.47	✓ 590942.02	✓ 752.79 17
4.15 ✓ 711606.49	✓ 725940.64	✓ 563.75 18
53.28 ✓ 1838230.84	✓ 1916784.12	✓ 677.60 19
		20
20.46 ✓ 1177017.14	✓ 1195437.60	✓ 765.86 21
		22
		23
		24
69.21 ✓ 490023.72	✓ 49429293	✓ 1163.58 25
		26
		27
		28
		29
		30
		31
		32
		33
		34
		35
		36
		37
		38
		39
		40
		41
		42

FY 1968

8	9	10	11	12	13	14	15		
WBS COST	EXPENDITURES PERSONAL	BUILDING CAPACITY	ADM	ESBA TITLE ET AL.	ESBA SPECIAL PROGRAM EXPENDITURES	TOTAL ESBA EXPENDITURES	EXPENDITURES D.C. BUDGET	TOTAL EXPENDITURES	E
8.43 ✓	405.44 ✓	900 ✓	✓ 620.0	✓ 473.42 ✓	✓ - ✓	✓ 473.42 ✓	✓ 242464.10 ✓	✓ 1242937.52 ✓	
7.29 ✓	345.86 ✓	510 ✓	✓ 514.5	✓ 772.94 ✓	✓ 17364.99 ✓	✓ 18137.93 ✓	✓ 256169.28 ✓	✓ 274307.21 ✓	
6.38 ✓	338.89 ✓	876 ✓	✓ 1096.6	✓ 400.00 ✓	✓ 24598.28 ✓	✓ 24998.28 ✓	✓ 396164.85 ✓	✓ 421163.28 ✓	
6.04 ✓	313.89 ✓	600 ✓	✓ 705.4	✓ 1070.38 ✓	✓ 4866.19 ✓	✓ 5936.57 ✓	✓ 271869.55 ✓	✓ 277806.12 ✓	
6.44 ✓	354.16 ✓	690 ✓	✓ 666.2	✓ 303.97 ✓	✓ 296.66 ✓	✓ 600.63 ✓	✓ 316422.73 ✓	✓ 317023.36 ✓	
5.43 ✓	364.01 ✓	570 ✓	✓ 657.9	✓ 329.09 ✓	✓ 27539.94 ✓	✓ 27869.03 ✓	✓ 270720.98 ✓	✓ 298590.01 ✓	
5.17 ✓	258.25 ✓	738 ✓	✓ 712.9	✓ 316.59 ✓	✓ 20115.80 ✓	✓ 20432.39 ✓	✓ 281163.52 ✓	✓ 301595.91 ✓	
1.95 ✓	332.63 ✓	510 ✓	✓ 612.7	✓ 216.93 ✓	✓ 456.50 ✓	✓ 673.43 ✓	✓ 299435.65 ✓	✓ 300109.08 ✓	
18.69 ✓	300.17 ✓	750 ✓	✓ 730.9	✓ 3372.29 ✓	✓ 10250.85 ✓	✓ 13623.14 ✓	✓ 388317.91 ✓	✓ 401941.05 ✓	
4.95 ✓	483.30 ✓	780 ✓	✓ 737.1	✓ 318.92 ✓	✓ 8465.25 ✓	✓ 8784.17 ✓	✓ 322994.66 ✓	✓ 331778.83 ✓	
3.61 ✓	344.88 ✓	1038 ✓	✓ 975.3	✓ 1664.36 ✓	✓ 4780.45 ✓	✓ 6444.81 ✓	✓ 420851.47 ✓	✓ 427296.28 ✓	
3.46 ✓	332.25 ✓	1056 ✓	✓ 1000.0	✓ 1031.01 ✓	✓ 117.50 ✓	✓ 1148.51 ✓	✓ 384563.11 ✓	✓ 385711.62 ✓	
77.93 ✓	368.59 ✓	1056 ✓	✓ 1228.3	✓ 407.55 ✓	✓ 407.00 ✓	✓ 814.55 ✓	✓ 457192.02 ✓	✓ 458006.52 ✓	
4.39	347.47	10074	10262.8	10677.45	119256.41	129936.86	4308329.93	4438266.79	
89.97 ✓	442.74 ✓	851 ✓	✓ 756.1	✓ 308.43 ✓	✓ 5742.15 ✓	✓ 6050.58 ✓	✓ 593850.88 ✓	✓ 599901.46 ✓	
34.10 ✓	578.47 ✓	708 ✓	✓ 785.0	✓ 1469.91 ✓	✓ 56698.64 ✓	✓ 58168.55 ✓	✓ 532773.47 ✓	✓ 590942.02 ✓	
		1498 ✓	✓ 1287.7	✓ 5646.11 ✓	✓ 8688.04 ✓	✓ 14334.15 ✓	✓ 711606.49 ✓	✓ 725940.64 ✓	
24.07	493.03	3057	2828.8	7424.45	71128.83	78553.28	1838230.84	1916784.12	
26.16 ✓	599.85 ✓	1780 ✓	✓ 1560.9	✓ 2562.92 ✓	✓ 15857.54 ✓	✓ 18420.46 ✓	✓ 1177017.14 ✓	✓ 1195437.60 ✓	
18.56 ✓	1011.42 ✓	540 ✓	✓ 424.8	✓ 600.19 ✓	✓ 3669.02 ✓	✓ 4269.21 ✓	✓ 490023.72 ✓	✓ 49421293 ✓	

33.18

FY 1963

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURES D.C. BUDGET	EXPENDITURES	BUILDING CAPACITY	ADM	EXPENDITURES D.C. BUDGET
Adams - Ogden	✓ 910	✓ 627.7	✓ 222,389.57	✓ 354.29	✓ 910	✓ 599.0	✓ 1242,858.
Bruce	✓ 520	✓ 702.2	✓ 178,431.98	✓ 254.10	✓ 520	✓ 584.0	✓ 1201,981.
Cooke H.D.	✓ 896	✓ 1062.7	✓ 243,876.66	✓ 229.49	✓ 896	✓ 868.6	✓ 1293,666.
Page-Eckington	✓ 640	✓ 591.7	✓ 120,719.43	✓ 350.17	✓ 640	✓ 693.2	✓ 1217,586.
Grimke	✓ 640	✓ 1071.0	✓ 127,850.04	✓ 260.04	✓ 640	✓ 799.3	✓ 1283,076.
Harrison	✓ 520	✓ 891.2	✓ 241,952.25	✓ 271.49	✓ 520	✓ 583.6	✓ 1212,433.
Lewis	✓ 758	✓ 812.0	✓ 53,443.79	✓ 65.82	✓ 758	✓ 827.8	✓ 1213,778.
Monroe	✓ 520	✓ 918.9	✓ 225,800.86	✓ 245.73	✓ 520	✓ 676.8	✓ 1225,121.
Morgan + Annex	✓ 760	✓ 940.1	✓ 125,036.28	✓ 269.16	✓ 760	✓ 910.6	✓ 1273,338.
Mutt	✓ 790	✓ 825.7	✓ 326,830.01	✓ 395.82	✓ 790	✓ 705.0	✓ 1340,704.
Park View	✓ 980	✓ 1084.7	✓ 311,097.46	✓ 286.81	✓ 980	✓ 1055.6	✓ 1364,058.
Raymond	✓ 580	✓ 745.2	✓ 216,693.77	✓ 290.79	✓ 580	✓ 759.8	✓ 1252,443.
Meyer	✓ 8514	✓ 10268.1	✓ 2759253.06		✓ 1076	✓ 1334.5	✓ 1491,877.
	8514	10268.1	2759253.06	268.72	9590	10397.8	3612944.
Banneker	✓ 851	✓ 1377.5	✓ 480,679.55	✓ 348.95	✓ 851	✓ 1452.3	✓ 1642,989.
Marnet-Patterson	✓ 708	✓ 910.0	✓ 388,041.05	✓ 426.42	✓ 708	✓ 854.9	✓ 1494,534.
LINCOLN							
	1559	2387.5	868720.60	379.77	1559	2307.2	1137524.
Cardozo	✓ 1780	✓ 1122.1	✓ 746,600.06	✓ 665.36	✓ 1780	✓ 1607.4	✓ 1964,196.
Bell	✓ 540	✓ 376.9	✓ 324,546.46	✓ 861.09	✓ 540	✓ 409.8	✓ 1414,478.
TOTAL	12400	14059.6	4699120.18		14469	14722.2	6129133.

14		15		16	
EXPENDITURES		TOTAL		EXPENDITURES	
D.C. BUDGET		EXPENDITURES		PER ANNUAL	
42	✓ 242464.10	✓ 242937.52	✓	391.83	1
93	✓ 256169.28	✓ 274307.21	✓	528.02	2
2.28	✓ 396164.85	✓ 421163.28	✓	384.06	3
2.57	✓ 271869.55	✓ 277806.12	✓	393.83	4
2.63	✓ 316422.73	✓ 317023.36	✓	475.87	5
7.03	✓ 270720.98	✓ 298590.01	✓	453.85	6
2.39	✓ 281163.52	✓ 301595.91	✓	423.06	7
3.43	✓ 299435.65	✓ 300109.08	✓	489.81	8
3.14	✓ 388317.91	✓ 401941.05	✓	549.93	9
4.17	✓ 322994.66	✓ 331778.83	✓	450.11	10
4.81	✓ 420851.47	✓ 427296.28	✓	438.12	11
8.57	✓ 384563.11	✓ 385711.62	✓	385.71	12
4.55	✓ 457192.02	✓ 458006.52	✓	368.59	13
6.86	✓ 4308329.93	✓ 4438266.79	✓	432.46	14
0.58	✓ 593850.88	✓ 599901.46	✓	793.42	15
8.55	✓ 532773.47	✓ 590942.02	✓	752.79	16
4.15	✓ 711606.49	✓ 725940.64	✓	563.75	18
3.28	✓ 1838230.84	✓ 1916784.12	✓	677.60	19
20.46	✓ 1177017.14	✓ 1195437.60	✓	765.86	21
69.21	✓ 490023.72	✓ 49429293	✓	1163.58	25

WARD VIII

FY 1965

FY 1968

6	7	8	9	10	11	12	13	14
DM	EXPENDITURE DC BUDGET	EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	ESEA TITLE II	ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET
1067.8	✓ 338683.58 ✓	317.18 ✓	900 ✓	✓ 1091.9 ✓	702.06 ✓	29019.04 ✓	29721.10 ✓	406541.73
697.0	✓ 207157.08 ✓	297.21 ✓	480 ✓	✓ 901.2 ✓	465.58 ✓	- ✓	465.58 ✓	289582.92
154.6	✓ 312478.51 ✓	270.64 ✓	918 ✓	✓ 1394.0 ✓	2170.46 ✓	19226.50 ✓	21396.96 ✓	463772.01
970.9	✓ 275302.75 ✓	283.55 ✓	780 ✓	✓ 1067.6 ✓	1240.81 ✓	- ✓	1240.81 ✓	348981.74
089.8	✓ 300775.09 ✓	275.99 ✓	1056 ✓	✓ 1527.2 ✓	677.17 ✓	13751.73 ✓	14428.90 ✓	469896.45
767.0	✓ 227900.14 ✓	297.13 ✓	540 ✓	✓ 917.4 ✓	645.45 ✓	10500.24 ✓	11145.69 ✓	348211.54
091.4	✓ 343181.91 ✓	314.44 ✓	948 ✓	✓ 1434.9 ✓	2702.46 ✓	9265.31 ✓	1196177 ✓	479929.09
020.4	✓ 325028.46 ✓	318.53 ✓	1050 ✓	✓ 1292.0 ✓	371.89 ✓	132.30 ✓	504.19 ✓	478197.29
204.0	✓ 323396.32 ✓	268.60 ✓	960 ✓	✓ 1196.8 ✓	1525.38 ✓	118.09 ✓	1643.47 ✓	402524.04
015.4	✓ 334631.87 ✓	324.56 ✓	720 ✓	✓ 943.6 ✓	1431.16 ✓	11765.22 ✓	13196.68 ✓	347323.37
850.1	✓ 21983.60 ✓	25.86 ✓	1166 ✓	✓ 1360.1 ✓	1917.40 ✓	833.50 ✓	2750.90 ✓	452217.99
651.0	✓ 216428.91 ✓	332.46 ✓	480 ✓	✓ 731.2 ✓	255.56 ✓	10155.30 ✓	10410.86 ✓	241122.68
			1056 ✓	✓ 1352.7 ✓	1984.49 ✓	16606.02 ✓	18590.51 ✓	395383.89

085.5	✓ 550148.53 ✓	506.82 ✓	937 ✓	✓ 1244.9 ✓	1182.57 ✓	25705.21 ✓	26887.78 ✓	786776.62
391.1	✓ 591810.53 ✓	425.43 ✓	969 ✓	✓ 1659.3 ✓	1681.46 ✓	- ✓	1681.46 ✓	898489.16
154.2	✓ 553644.30 ✓	477.61 ✓	951 ✓	✓ 1188.7 ✓	1140.13 ✓	- ✓	1140.13 ✓	656467.71

380.4	✓ 735523.28 ✓	532.89 ✓	1369 ✓	✓ 1484.7 ✓	1391.92 ✓	- ✓	1391.92 ✓	982252.72
265.3	✓ 668055.34 ✓	527.98 ✓	1187 ✓	✓ 1463.2 ✓	1553.91 ✓	- ✓	1553.91 ✓	912142.52

60.9 6326135.20

WARD VIII

FY 1965

FY 1968

DM	7 EXPENDITURE DC BUDGET	8 EXPENDITURES PER PUPIL	9 BUILDING CAPACITY	10 ADM	11 ESEA TITLE II	12 ESEA SPECIAL PROGRAM EXPENDITURE	13 TOTAL ESEA EXPENDITURE	14 EXPENDITURE DC BUDGET
1067.8	✓ 338683.58 ✓	317.18 ✓	✓ 900 ✓	✓ 1091.9 ✓	✓ 702.06 ✓	✓ 29019.04 ✓	✓ 29721.10 ✓	✓ 406541.73 ✓
697.0	✓ 207157.08 ✓	297.21 ✓	✓ 480 ✓	✓ 901.2 ✓	✓ 465.58 ✓	- ✓	✓ 465.58 ✓	✓ 289582.92 ✓
154.6	✓ 312478.51 ✓	270.64 ✓	✓ 918 ✓	✓ 1394.0 ✓	✓ 2170.46 ✓	✓ 19226.50 ✓	✓ 21396.96 ✓	✓ 463772.07 ✓
970.9	✓ 275302.75 ✓	283.55 ✓	✓ 780 ✓	✓ 1067.6 ✓	✓ 1240.81 ✓	- ✓	✓ 1240.81 ✓	✓ 348981.74 ✓
089.8	✓ 300775.09 ✓	275.99 ✓	✓ 1056 ✓	✓ 1527.2 ✓	✓ 677.17 ✓	✓ 13751.73 ✓	✓ 14428.90 ✓	✓ 469896.45 ✓
767.0	✓ 227900.14 ✓	297.13 ✓	✓ 540 ✓	✓ 917.4 ✓	✓ 645.45 ✓	✓ 10500.24 ✓	✓ 11145.69 ✓	✓ 348211.54 ✓
091.4	✓ 343181.91 ✓	314.44 ✓	✓ 948 ✓	✓ 1434.9 ✓	✓ 2702.46 ✓	✓ 9265.31 ✓	✓ 11967.77 ✓	✓ 479929.09 ✓
020.4	✓ 325028.46 ✓	318.53 ✓	✓ 1050 ✓	✓ 1292.0 ✓	✓ 371.89 ✓	✓ 132.30 ✓	✓ 504.19 ✓	✓ 478197.29 ✓
204.0	✓ 323396.32 ✓	268.60 ✓	✓ 960 ✓	✓ 1196.8 ✓	✓ 1525.38 ✓	✓ 118.09 ✓	✓ 1643.47 ✓	✓ 402524.04 ✓
015.4	✓ 334631.87 ✓	329.56 ✓	✓ 720 ✓	✓ 943.6 ✓	✓ 1431.16 ✓	✓ 11765.22 ✓	✓ 13196.68 ✓	✓ 347323.37 ✓
850.1	✓ 21983.60 ✓	25.86 ✓	✓ 1166 ✓	✓ 1360.1 ✓	✓ 1917.40 ✓	✓ 833.50 ✓	✓ 2750.90 ✓	✓ 452217.99 ✓
651.0	✓ 216428.91 ✓	332.46 ✓	✓ 480 ✓	✓ 731.2 ✓	✓ 255.56 ✓	✓ 10155.30 ✓	✓ 10410.86 ✓	✓ 241122.68 ✓
			✓ 1056 ✓	✓ 1352.7 ✓	✓ 1984.49 ✓	✓ 16606.02 ✓	✓ 18590.51 ✓	✓ 395383.89 ✓

085.5	✓ 550148.53 ✓	506.82 ✓	✓ 937 ✓	✓ 1244.9 ✓	✓ 1182.57 ✓	✓ 25705.21 ✓	✓ 26887.78 ✓	✓ 186776.62 ✓
391.1	✓ 591810.53 ✓	425.43 ✓	✓ 969 ✓	✓ 1659.3 ✓	✓ 1681.46 ✓	- ✓	✓ 1681.46 ✓	✓ 898489.16 ✓
159.2	✓ 553649.30 ✓	477.61 ✓	✓ 951 ✓	✓ 1188.7 ✓	✓ 1140.13 ✓	- ✓	✓ 1140.13 ✓	✓ 656467.71 ✓

380.4	✓ 735523.28 ✓	532.89 ✓	✓ 1369 ✓	✓ 1484.7 ✓	✓ 1391.92 ✓	- ✓	✓ 1391.92 ✓	✓ 982252.72 ✓
265.3	✓ 668055.34 ✓	527.98 ✓	✓ 1187 ✓	✓ 1463.2 ✓	✓ 1553.91 ✓	- ✓	✓ 1553.91 ✓	✓ 912142.52 ✓

60.9 6326135.20

FY 1968

12	13	14	15	16	
SEASPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPENDITURE PER PUPIL	
					1
✓ 29019.04	✓ 29721.10	✓ 406541.73	✓ 436262.83	✓ 399.54	2
✓ -	✓ 465.58	✓ 289582.92	✓ 290048.50	✓ 321.85	3
✓ 19226.50	✓ 21396.96	✓ 463772.07	✓ 485169.03	✓ 348.04	4
✓ -	✓ 1240.81	✓ 348981.79	✓ 350222.60	✓ 328.05	5
✓ 13751.73	✓ 14428.90	✓ 469896.45	✓ 484325.35	✓ 317.13	6
✓ 10500.24	✓ 11145.69	✓ 348211.54	✓ 359357.23	✓ 391.71	7
✓ 9265.31	✓ 11967.77	✓ 479929.09	✓ 491896.86	✓ 342.81	8
✓ 132.30	✓ 504.19	✓ 478197.29	✓ 478701.48	✓ 370.51	9
✓ 118.09	✓ 1643.47	✓ 402524.04	✓ 404167.51	✓ 337.71	10
✓ 11765.22	✓ 13196.68	✓ 347323.37	✓ 360520.05	✓ 382.07	11
✓ 833.50	✓ 2750.90	✓ 452217.99	✓ 454968.89	✓ 334.51	12
✓ 10155.30	✓ 10410.86	✓ 241122.68	✓ 251532.54	✓ 344.00	13
✓ 16606.02	✓ 18590.51	✓ 395383.89	✓ 413974.40	✓ 306.40	14
					15
					16
					17
					18
					19
					20
✓ 25705.21	✓ 26887.78	✓ 786776.62	✓ 813664.40	✓ 653.60	21
✓ -	✓ 1681.46	✓ 898489.16	✓ 900170.62	✓ 542.50	22
✓ -	✓ 1140.13	✓ 656467.71	✓ 657607.84	✓ 553.22	23
					24
					25
					26
					27
					28
					29
					30
✓ -	✓ 1391.92	✓ 982252.72	✓ 983644.64	✓ 662.52	31
✓ -	✓ 1553.91	✓ 912142.52	✓ 913696.43	✓ 624.45	32
					33
					34
					35
					36
					37
					38
					39
					40
					41
					42

FY 1968

12	13	14	15	16	
ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPENDITURE PER PUPIL	
					1
✓ 29019.04	✓ 29721.10	✓ 406541.73	✓ 436262.83	✓ 399.54	2
✓ -	✓ 465.58	✓ 289582.92	✓ 290048.50	✓ 321.85	3
✓ 19226.50	✓ 21396.96	✓ 463772.07	✓ 485169.03	✓ 348.04	4
✓ -	✓ 1240.81	✓ 348981.79	✓ 350222.60	✓ 328.05	5
✓ 13751.73	✓ 14428.90	✓ 469896.45	✓ 484325.35	✓ 317.13	6
✓ 10500.24	✓ 11145.69	✓ 348211.54	✓ 359357.23	✓ 391.71	7
✓ 9265.31	✓ 11962.77	✓ 479929.09	✓ 491896.86	✓ 342.81	8
✓ 132.30	✓ 504.19	✓ 478197.29	✓ 478701.48	✓ 370.51	9
✓ 118.09	✓ 1643.47	✓ 402524.04	✓ 404167.51	✓ 332.71	10
✓ 11765.22	✓ 13196.68	✓ 347323.37	✓ 360520.05	✓ 382.07	11
✓ 833.50	✓ 2750.90	✓ 452217.99	✓ 454968.89	✓ 334.51	12
✓ 10155.30	✓ 10410.86	✓ 241122.68	✓ 251533.54	✓ 344.00	13
✓ 16606.02	✓ 18590.51	✓ 395383.89	✓ 413974.40	✓ 306.40	14
					15
					16
					17
					18
					19
					20
✓ 25705.21	✓ 26887.78	✓ 786776.62	✓ 813664.40	✓ 653.60	21
✓ -	✓ 1681.46	✓ 898489.16	✓ 900170.62	✓ 542.50	22
✓ -	✓ 1140.13	✓ 656467.71	✓ 657607.84	✓ 553.22	23
					24
					25
					26
					27
					28
					29
					30
✓ -	✓ 1391.92	✓ 982252.72	✓ 983644.64	✓ 662.52	31
✓ -	✓ 1553.91	✓ 912142.52	✓ 913696.43	✓ 624.45	32
					33
					34
					35
					36
					37
					38
					39
					40
					41
					42

FY 1968

12	13	14	15	16	
ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPENDITURE PER PUPIL	
					1
✓ 29019.04	✓ 29721.10	✓ 406541.73	✓ 436262.83	✓ 399.54	2
✓ -	✓ 465.58	✓ 289582.92	✓ 290048.50	✓ 321.85	3
✓ 19226.50	✓ 21396.96	✓ 463772.07	✓ 485169.03	✓ 348.04	4
✓ -	✓ 1240.81	✓ 348981.79	✓ 350222.60	✓ 328.05	5
✓ 13751.73	✓ 14428.90	✓ 469896.45	✓ 484325.35	✓ 317.13	6
✓ 10500.24	✓ 11145.69	✓ 348211.54	✓ 359352.23	✓ 391.71	7
✓ 9265.31	✓ 11967.77	✓ 479929.09	✓ 491896.86	✓ 342.81	8
✓ 132.30	✓ 504.19	✓ 478197.29	✓ 478701.48	✓ 370.51	9
✓ 118.09	✓ 1643.47	✓ 402524.04	✓ 404167.51	✓ 337.71	10
✓ 11765.22	✓ 13196.68	✓ 347323.37	✓ 360520.05	✓ 382.07	11
✓ 833.50	✓ 2750.90	✓ 452217.99	✓ 454968.89	✓ 334.51	12
✓ 10155.30	✓ 10410.86	✓ 241122.68	✓ 251533.54	✓ 344.00	13
✓ 16606.02	✓ 18590.51	✓ 395383.89	✓ 413974.40	✓ 306.40	14
					15
					16
					17
					18
					19
					20
✓ 25705.21	✓ 26887.78	✓ 786776.62	✓ 813664.40	✓ 653.60	21
✓ -	✓ 1681.46	✓ 898488.16	✓ 900170.62	✓ 542.50	22
✓ -	✓ 1140.13	✓ 656467.71	✓ 657607.84	✓ 553.22	23
					24
					25
					26
					27
					28
					29
					30
✓ -	✓ 1391.92	✓ 982252.72	✓ 983644.64	✓ 662.52	31
✓ -	✓ 1553.91	✓ 912142.52	✓ 913696.43	✓ 624.45	32
					33
					34
					35
					36
					37
					38
					39
					40
					41
					42

FY 1963

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET	EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET
ELEMENTARY SCHOOLS							
BIRNEY	✓ 920	✓ 964.6	✓ 280 009.92	✓ 290.29	✓ 920	✓ 1067.8	✓ 338 683.58
CONGRESS HEIGHTS	✓ 480	✓ 593.4	✓ 168 943.77	✓ 284.71	✓ 480	✓ 697.0	✓ 207 157.08
DRAPER	✓ 938	✓ 924.3	✓ 248 519.61	✓ 268.87	✓ 938	✓ 1154.6	✓ 312 478.51
GARFIELD	✓ 800	✓ 914.1	✓ 239 792.42	✓ 262.33	✓ 800	✓ 970.9	✓ 275 302.75
HENDLEY	✓ 848	✓ 891.3	✓ 227 690.72	✓ 255.46	✓ 848	✓ 1089.8	✓ 300 775.09
ETCHAM	✓ 560	✓ 612.4	✓ 177 575.31	✓ 289.97	✓ 560	✓ 767.0	✓ 227 900.14
MOTEN	✓ 968	✓ 1014.7	✓ 277 729.84	✓ 273.71	✓ 968	✓ 1091.4	✓ 343 181.91
PATTERSON	✓ 1040	✓ 1054.7	✓ 281 336.91	✓ 266.75	✓ 1040	✓ 1020.4	✓ 325 028.46
SIMON	✓ 980	✓ 1031.9	✓ 259 650.77	✓ 251.62	✓ 980	✓ 1204.0	✓ 323 396.32
TURNER	✓ 740	✓ 838.3	✓ 218 891.84	✓ 262.68	✓ 740	✓ 1015.4	✓ 334 631.87
GREEN					✓ 1116	✓ 850.1	✓ 219 83.60
NICHOLS AVENUE	✓ 480	✓ 592.6	✓ 163 662.97	✓ 276.18	✓ 480	✓ 651.0	✓ 216 428.91
McGOGNEY							
JUNIOR HIGH SCHOOLS							
DOUGLAS	✓ 937	✓ 1107.5	✓ 476 650.49	✓ 430.38	✓ 937	✓ 1085.5	✓ 550 148.53
HART	✓ 969	✓ 1151.3	✓ 463 709.84	✓ 402.77	✓ 969	✓ 1391.1	✓ 591 810.53
FRAMER	✓ 951	✓ 1139.8	✓ 465 349.21	✓ 408.27	✓ 951	✓ 1159.2	✓ 553 649.30
SENIOR HIGH SCHOOLS							
INACOSTIA	✓ 1369	✓ 1103.6	✓ 589 607.77	✓ 534.26	✓ 1369	✓ 1380.4	✓ 735 523.28
BALLOU	✓ 1187	✓ 1035.1	✓ 559 734.05	✓ 540.75	✓ 1187	✓ 1265.3	✓ 668 055.34
TOTAL	13737	14372.0	4935192.47		15333	17860.9	6326135.20

✓ - Built
G - Green
W - White

WARD

FY 1963

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET	EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET
ELEMENTARY SCHOOLS							
BIRNEY	✓ 920	✓ 964.6	✓ 1280009.92	✓ 290.29	✓ 920	✓ 1067.8	✓ 338683.58
CONGRESS HEIGHTS	✓ 480	✓ 593.4	✓ 1168943.77	✓ 284.71	✓ 480	✓ 697.0	✓ 207157.08
DRAPER	✓ 938	✓ 924.3	✓ 248519.61	✓ 268.87	✓ 938	✓ 1154.6	✓ 312478.51
FARFIELD	✓ 800	✓ 914.1	✓ 239742.42	✓ 262.33	✓ 800	✓ 970.9	✓ 275302.75
HENDLEY	✓ 848	✓ 891.3	✓ 227690.72	✓ 255.46	✓ 848	✓ 1089.8	✓ 300775.09
ETCHAM	✓ 560	✓ 612.4	✓ 177575.31	✓ 289.97	✓ 560	✓ 767.0	✓ 227900.14
MOTEN	✓ 968	✓ 1014.7	✓ 277729.84	✓ 273.71	✓ 968	✓ 1091.4	✓ 343181.91
ATTERSON	✓ 1090	✓ 1054.7	✓ 281336.91	✓ 266.75	✓ 1090	✓ 1020.4	✓ 325028.46
SIMON	✓ 980	✓ 1031.9	✓ 259650.77	✓ 251.62	✓ 980	✓ 1204.0	✓ 323396.32
TURNER	✓ 740	✓ 833.3	✓ 218891.84	✓ 262.68	✓ 740	✓ 1015.4	✓ 334631.87
GREEN	✓ 1116	✓ 850.1	✓ 21983.60	✓ 276.18	✓ 1116	✓ 850.1	✓ 21983.60
NICHOLS AVENUE	✓ 480	✓ 592.6	✓ 163662.97	✓ 276.18	✓ 480	✓ 651.0	✓ 216428.91
McGOGNEY							
JUNIOR HIGH SCHOOLS							
DOUGLAS	✓ 937	✓ 1107.5	✓ 476650.49	✓ 430.38	✓ 937	✓ 1085.5	✓ 550148.53
HART	✓ 969	✓ 1151.3	✓ 463709.84	✓ 402.77	✓ 969	✓ 1391.1	✓ 591810.53
RAMER	✓ 951	✓ 1139.8	✓ 465349.21	✓ 408.27	✓ 951	✓ 1159.2	✓ 553649.30
SENIOR HIGH SCHOOLS							
NACOSTIA	✓ 1369	✓ 1103.6	✓ 589607.77	✓ 534.26	✓ 1369	✓ 1380.4	✓ 735523.28
BALLOU	✓ 1187	✓ 1035.1	✓ 559734.05	✓ 540.75	✓ 1187	✓ 1265.3	✓ 668055.34
TOTAL	13737	14372.0	4935192.47		15333	17860.9	6326135.20

WARD VIII

FY 1965

FY 1968

DM	7 EXPENDITURE DC BUDGET	8 EXPENDITURES PER PUPIL	9 BUILDING CAPACITY	10 ADM	11 ESEA TITLE II	12 ESEA SPECIAL PROGRAM EXPENDITURE	13 TOTAL ESEA EXPENDITURE	14 EXPENDITURE DC BUDGET
1067.8	✓ 338683.58 ✓	317.18 ✓	900 ✓	✓ 1091.9 ✓	702.06 ✓	29019.04 ✓	29721.10 ✓	406541.73
697.0	✓ 207157.08 ✓	297.21 ✓	480 ✓	✓ 901.2 ✓	465.58 ✓	- ✓	465.58 ✓	289582.92
154.6	✓ 312478.51 ✓	270.64 ✓	918 ✓	✓ 1394.0 ✓	2170.46 ✓	19226.50 ✓	21396.96 ✓	463772.07
970.9	✓ 275302.75 ✓	283.57 ✓	780 ✓	✓ 1067.6 ✓	1240.81 ✓	- ✓	1240.81 ✓	348981.74
059.8	✓ 300775.09 ✓	275.99 ✓	1056 ✓	✓ 1527.2 ✓	677.17 ✓	13751.73 ✓	14428.90 ✓	469896.43
767.0	✓ 227900.14 ✓	297.13 ✓	540 ✓	✓ 917.4 ✓	645.45 ✓	10500.24 ✓	11145.69 ✓	348211.54
091.4	✓ 343181.91 ✓	314.44 ✓	948 ✓	✓ 1434.9 ✓	2702.46 ✓	9265.31 ✓	11962.77 ✓	479929.09
020.4	✓ 325028.46 ✓	318.53 ✓	1050 ✓	✓ 1292.0 ✓	371.89 ✓	132.30 ✓	504.19 ✓	478197.29
204.0	✓ 323396.32 ✓	268.60 ✓	960 ✓	✓ 1196.8 ✓	1525.38 ✓	118.09 ✓	1643.47 ✓	402524.04
015.4	✓ 334631.87 ✓	329.56 ✓	720 ✓	✓ 943.6 ✓	1431.16 ✓	11765.22 ✓	13196.68 ✓	347323.37
850.1	✓ 21983.60 ✓	25.86 ✓	1166 ✓	✓ 1360.1 ✓	1917.40 ✓	833.50 ✓	2750.90 ✓	452217.94
651.0	✓ 216428.91 ✓	332.46 ✓	480 ✓	✓ 731.2 ✓	255.56 ✓	10155.30 ✓	10410.86 ✓	241122.68
			1056 ✓	✓ 1352.7 ✓	1984.49 ✓	16606.02 ✓	18590.51 ✓	395383.89

085.5	✓ 550148.53 ✓	506.82 ✓	937 ✓	✓ 1244.9 ✓	1182.57 ✓	25705.21 ✓	26887.78 ✓	786776.62
391.1	✓ 591810.53 ✓	425.43 ✓	969 ✓	✓ 1659.3 ✓	1681.46 ✓	- ✓	1681.46 ✓	898489.16
159.2	✓ 553649.30 ✓	477.61 ✓	951 ✓	✓ 1188.7 ✓	1140.13 ✓	- ✓	1140.13 ✓	656467.71

380.4	✓ 735523.28 ✓	532.89 ✓	1369 ✓	✓ 1484.7 ✓	1391.92 ✓	- ✓	1391.92 ✓	982252.72
265.3	✓ 668055.34 ✓	527.98 ✓	1187 ✓	✓ 1463.2 ✓	1553.91 ✓	- ✓	1553.91 ✓	912142.52

60.9 6326135.20

111

FY 1968

A II	12	13	14	15	16	
	ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPENDITURE PER PUPIL	
						1
947.97 ✓	20074.00 ✓	20921.87 ✓	366123.42 ✓	387045.39 ✓	363.59	2
105.66 ✓	5624.14 ✓	6629.80 ✓	335035.83 ✓	341665.63 ✓	370.97	3
86.75 ✓	- ✓	896.75 ✓	182557.71 ✓	183454.46 ✓	361.20	4
174.87 ✓	288.05 ✓	2162.92 ✓	575097.34 ✓	577260.26 ✓	374.19	5
16.69 ✓	6266.85 ✓	7583.54 ✓	359704.89 ✓	367288.43 ✓	374.21	6
67.40 ✓	8709.90 ✓	8877.30 ✓	249882.58 ✓	258759.88 ✓	461.33	7
08.65 ✓	12961.54 ✓	14370.19 ✓	404045.71 ✓	418415.90 ✓	360.14	8
- ✓	4909.08 ✓	4909.08 ✓	335297.39 ✓	340206.47 ✓	372.87	9
87.62 ✓	27992.66 ✓	28687.28 ✓	389484.82 ✓	418172.10 ✓	434.06	10
55.48 ✓	- ✓	1255.48 ✓	431333.46 ✓	432588.94 ✓	328.02	11
96.64 ✓	- ✓	396.64 ✓	315759.54 ✓	316156.18 ✓	353.17	12
98.39 ✓	4646.06 ✓	5344.45 ✓	275186.28 ✓	280530.73 ✓	339.21	13
23.92 ✓	- ✓	423.92 ✓	387402.84 ✓	388326.76 ✓	338.59	14
68.84 ✓	13840.57 ✓	14009.41 ✓	423408.41 ✓	437417.82 ✓	419.42	15
49.59 ✓	63.14 ✓	512.73 ✓	228210.00 ✓	228722.73 ✓	425.69	16
72.80 ✓	4756.73 ✓	5459.53 ✓	365343.95 ✓	370803.48 ✓	423.39	17
14.10 ✓	3841.50 ✓	4785.60 ✓	401077.95 ✓	405863.55 ✓	424.54	18
58.60 ✓	- ✓	1358.60 ✓	515014.32 ✓	516372.92 ✓	369.97	19
15.48 ✓	21751.61 ✓	22537.09 ✓	381436.79 ✓	403973.88 ✓	409.79	20
36.81 ✓	- ✓	886.81 ✓	253810.55 ✓	254697.36 ✓	416.12	21
						22
						23
						24
16.50 ✓	16557.51 ✓	16924.01 ✓	690618.76 ✓	707542.77 ✓	662.99	25
10.92 ✓	- ✓	700.92 ✓	668181.33 ✓	668882.25 ✓	545.85	26
5.32 ✓	- ✓	915.32 ✓	604261.09 ✓	605176.41 ✓	592.67	27
13.19 ✓	32139.91 ✓	32613.10 ✓	547305.50 ✓	579918.60 ✓	665.04	28
11.25 ✓	34462.25 ✓	35903.50 ✓	738125.55 ✓	774029.05 ✓	588.70	29
						30
						31
						32
						33
						34
						35
						36
						37
						38
						39
						40
						41
						42

FY 1968

EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	ESEA TITLE II	ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPEN PER PUPIL
✓ 309.02	✓ 996	✓ 1064.5	✓ 842.97	✓ 20074.00	✓ 20921.87	✓ 366123.42	✓ 387045.39	3
✓ 278.63	✓ 660	✓ 921.0	✓ 1005.66	✓ 5624.14	✓ 6629.80	✓ 335035.83	✓ 341665.63	3.6
✓ 337.97	✓ 510	✓ 507.9	✓ 896.75	✓ -	✓ 896.75	✓ 182557.71	✓ 183954.46	3.2
✓ 293.60	✓ 1296	✓ 1542.7	✓ 1874.87	✓ 288.05	✓ 2162.92	✓ 575097.34	✓ 577260.26	3.2
✓ 327.91	✓ 1086	✓ 981.5	✓ 1316.69	✓ 6266.85	✓ 7583.54	✓ 359704.89	✓ 367288.43	3.7
✓ 363.38	✓ 630	✓ 560.9	✓ 167.40	✓ 8709.90	✓ 8877.30	✓ 249882.58	✓ 258759.88	3.1
✓ 408.17	✓ 966	✓ 1161.8	✓ 1408.65	✓ 12961.54	✓ 14370.19	✓ 404045.71	✓ 418415.90	3.3
✓ 299.19	✓ 966	✓ 912.4	✓ -	✓ 4909.08	✓ 4909.08	✓ 335297.39	✓ 340206.47	3.3
✓ 336.68	✓ 978	✓ 963.4	✓ 687.62	✓ 27992.66	✓ 28687.28	✓ 389484.82	✓ 418172.10	4
✓ 337.17	✓ 1056	✓ 1318.8	✓ 1255.48	✓ -	✓ 1255.48	✓ 431333.46	✓ 432588.94	3
✓ 349.56	✓ 780	✓ 895.2	✓ 396.64	✓ -	✓ 396.64	✓ 315759.54	✓ 316156.18	3
✓ 324.03	✓ 540	✓ 827.0	✓ 698.39	✓ 4646.06	✓ 5344.45	✓ 275186.28	✓ 280530.73	3.3
✓ 303.87	✓ 1056	✓ 1146.9	✓ 423.92	✓ -	✓ 423.92	✓ 387902.84	✓ 388326.76	3.7
✓ 460.55	✓ 960	✓ 1042.9	✓ 168.84	✓ 13840.57	✓ 14009.41	✓ 423408.41	✓ 437417.82	4
✓ 406.24	✓ 618	✓ 537.3	✓ 449.59	✓ 63.14	✓ 512.73	✓ 228210.00	✓ 228722.73	4.6
✓ 416.53	✓ 840	✓ 875.8	✓ 702.80	✓ 4756.73	✓ 5459.53	✓ 365343.95	✓ 370803.48	4.4
✓ 390.35	✓ 480	✓ 956.0	✓ 944.10	✓ 3841.50	✓ 4785.60	✓ 401077.95	✓ 405863.55	4.6
✓ 304.79	✓ 1110	✓ 1395.7	✓ 1358.60	✓ -	✓ 1358.60	✓ 515014.32	✓ 516372.92	3.3
✓ 319.54	✓ 1176	✓ 985.8	✓ 785.48	✓ 21751.61	✓ 22537.09	✓ 381436.79	✓ 403973.88	4
✓ 391.02	✓ 720	✓ 552.3	✓ 886.81	✓ -	✓ 886.81	✓ 253810.55	✓ 254697.36	4.2
✓ 595.56	✓ 1151	✓ 1067.2	✓ 366.50	✓ 16557.51	✓ 16924.01	✓ 1690618.76	✓ 707542.77	6
✓ 459.62	✓ 1044	✓ 1225.4	✓ 700.92	✓ -	✓ 700.92	✓ 668181.33	✓ 668882.25	5
✓ 481.45	✓ 1130	✓ 1021.1	✓ 915.32	✓ -	✓ 915.32	✓ 604261.09	✓ 605176.41	5
✓ 537.78	✓ 894	✓ 872.0	✓ 473.19	✓ 32139.91	✓ 32613.10	✓ 547305.50	✓ 579918.60	6
✓ 1498	✓ 1498	✓ 1314.8	✓ 1441.25	✓ 34462.25	✓ 35903.50	✓ 738125.55	✓ 774029.05	5

FY 1968

EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	ESEA TITLE II	ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPENSE PER PUPIL
✓ 309.02	✓ 996	✓ 1064.5	✓ 847.97	✓ 20074.00	✓ 20921.87	✓ 366123.42	✓ 387045.39	3
✓ 278.63	✓ 660	✓ 921.0	✓ 1005.66	✓ 5624.14	✓ 6629.80	✓ 335035.83	✓ 341665.63	3
✓ 337.47	✓ 510	✓ 507.9	✓ 896.75	✓ -	✓ 896.75	✓ 182557.71	✓ 183454.46	3
✓ 293.60	✓ 1296	✓ 1542.7	✓ 1874.87	✓ 288.05	✓ 2162.92	✓ 575097.34	✓ 577260.26	3
✓ 327.91	✓ 1086	✓ 981.5	✓ 1316.69	✓ 6266.85	✓ 7583.54	✓ 359704.89	✓ 367288.43	3
✓ 363.38	✓ 630	✓ 560.9	✓ 107.40	✓ 8709.90	✓ 8877.30	✓ 249882.58	✓ 258759.88	3
✓ 408.17	✓ 966	✓ 1161.8	✓ 1408.65	✓ 12961.54	✓ 14370.19	✓ 404045.71	✓ 418415.90	3
✓ 299.19	✓ 966	✓ 912.4	✓ -	✓ 4909.08	✓ 4909.08	✓ 335297.39	✓ 340206.47	3
✓ 336.68	✓ 978	✓ 963.4	✓ 687.62	✓ 27992.66	✓ 28687.28	✓ 389484.82	✓ 418172.10	4
✓ 337.17	✓ 1056	✓ 1318.8	✓ 1255.48	✓ -	✓ 1255.48	✓ 431333.46	✓ 432588.94	3
✓ 349.56	✓ 780	✓ 895.2	✓ 396.64	✓ -	✓ 396.64	✓ 315759.54	✓ 316156.18	3
✓ 324.03	✓ 540	✓ 827.0	✓ 698.39	✓ 4646.06	✓ 5344.45	✓ 275186.28	✓ 280530.73	3
✓ 303.87	✓ 1056	✓ 1146.9	✓ 423.92	✓ -	✓ 423.92	✓ 387902.84	✓ 388526.76	3
✓ 460.55	✓ 960	✓ 1042.9	✓ 168.84	✓ 13840.57	✓ 14009.41	✓ 423408.41	✓ 437417.82	4
✓ 406.24	✓ 618	✓ 537.3	✓ 449.59	✓ 63.14	✓ 512.73	✓ 228210.00	✓ 228722.73	4
✓ 416.53	✓ 840	✓ 875.8	✓ 702.80	✓ 4756.73	✓ 5459.53	✓ 365343.95	✓ 370803.48	4
✓ 390.35	✓ 480	✓ 950.0	✓ 944.10	✓ 3841.50	✓ 4785.60	✓ 401077.95	✓ 405863.55	4
✓ 304.79	✓ 1110	✓ 1395.7	✓ 1358.60	✓ -	✓ 1358.60	✓ 515014.32	✓ 516372.92	3
✓ 319.54	✓ 1176	✓ 985.8	✓ 785.48	✓ 21751.61	✓ 22537.09	✓ 381436.79	✓ 403973.88	4
✓ 391.02	✓ 720	✓ 552.3	✓ 886.81	✓ -	✓ 886.81	✓ 253810.55	✓ 254697.36	4
✓ 595.56	✓ 1151	✓ 1067.2	✓ 366.50	✓ 16557.51	✓ 16924.01	✓ 690618.76	✓ 707542.77	6
✓ 459.62	✓ 1044	✓ 1225.4	✓ 700.92	✓ -	✓ 700.92	✓ 668181.33	✓ 668882.25	5
✓ 481.45	✓ 1130	✓ 1026.1	✓ 915.32	✓ -	✓ 915.32	✓ 604261.09	✓ 605176.41	5
✓ 537.78	✓ 894	✓ 872.0	✓ 473.19	✓ 32139.91	✓ 32613.10	✓ 547305.50	✓ 579918.60	6
	✓ 1498	✓ 1314.8	✓ 1441.25	✓ 34462.25	✓ 35903.50	✓ 738125.55	✓ 774029.05	5

FY 1968

EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	ESEA TITLE II	ESEA SPECIAL PROGRAM EXPENDITURE	TOTAL ESEA EXPENDITURE	EXPENDITURE DC BUDGET	TOTAL EXPENDITURE	EXPENSE PER PUPIL
✓ 304.02	✓ 996	✓ 1064.5	✓ 842.97	✓ 20074.00	✓ 20921.87	✓ 366123.42	✓ 387045.39	3
✓ 278.63	✓ 660	✓ 921.0	✓ 1005.66	✓ 5624.14	✓ 6629.80	✓ 335035.83	✓ 341665.63	3
✓ 337.97	✓ 510	✓ 507.9	✓ 896.75	✓ -	✓ 896.75	✓ 182557.71	✓ 183954.46	3
✓ 293.60	✓ 1296	✓ 1542.7	✓ 1874.87	✓ 288.05	✓ 2162.92	✓ 575097.34	✓ 577262.26	3
✓ 327.91	✓ 1086	✓ 981.5	✓ 1316.69	✓ 6266.85	✓ 7583.54	✓ 359704.89	✓ 367288.43	3
✓ 363.38	✓ 630	✓ 560.9	✓ 167.40	✓ 8709.90	✓ 8877.30	✓ 249882.58	✓ 258759.88	3
✓ 408.17	✓ 966	✓ 1161.8	✓ 1408.65	✓ 12961.54	✓ 14370.19	✓ 404045.71	✓ 418415.90	3
✓ 299.19	✓ 966	✓ 912.4	✓ -	✓ 4909.08	✓ 4909.08	✓ 335297.39	✓ 340206.47	3
✓ 336.68	✓ 978	✓ 963.4	✓ 687.62	✓ 27999.66	✓ 28687.28	✓ 389484.82	✓ 418172.10	4
✓ 337.17	✓ 1056	✓ 1318.8	✓ 1255.48	✓ -	✓ 1255.48	✓ 431333.46	✓ 432588.94	3
✓ 349.56	✓ 780	✓ 895.2	✓ 396.64	✓ -	✓ 396.64	✓ 315759.54	✓ 316156.18	3
✓ 324.03	✓ 540	✓ 827.0	✓ 698.39	✓ 4646.06	✓ 5344.45	✓ 275186.28	✓ 280530.73	3
✓ 303.87	✓ 1056	✓ 1146.9	✓ 423.92	✓ -	✓ 423.92	✓ 387902.84	✓ 388326.76	3
✓ 460.55	✓ 960	✓ 1042.9	✓ 168.84	✓ 13840.57	✓ 14009.41	✓ 423408.41	✓ 437417.82	4
✓ 406.24	✓ 618	✓ 537.3	✓ 449.59	✓ 63.14	✓ 512.73	✓ 228210.00	✓ 228722.73	4
✓ 416.53	✓ 840	✓ 875.8	✓ 702.80	✓ 4756.73	✓ 5459.53	✓ 365343.95	✓ 370803.48	4
✓ 390.35	✓ 487	✓ 950.0	✓ 944.10	✓ 3841.50	✓ 4785.60	✓ 401077.95	✓ 405863.55	4
✓ 304.79	✓ 1110	✓ 1395.7	✓ 1358.60	✓ -	✓ 1358.60	✓ 515014.32	✓ 516372.92	3
✓ 319.54	✓ 1176	✓ 985.8	✓ 785.48	✓ 21751.61	✓ 22537.09	✓ 381436.79	✓ 403973.88	4
✓ 391.02	✓ 720	✓ 552.3	✓ 886.81	✓ -	✓ 886.81	✓ 253810.55	✓ 254697.36	4
✓ 595.56	✓ 1151	✓ 1067.2	✓ 366.50	✓ 16557.51	✓ 16924.01	✓ 690618.76	✓ 707542.77	6
✓ 459.62	✓ 1044	✓ 1225.4	✓ 700.92	✓ -	✓ 700.92	✓ 668181.33	✓ 668882.25	5
✓ 481.45	✓ 1130	✓ 1021.1	✓ 915.32	✓ -	✓ 915.32	✓ 604261.09	✓ 605176.41	5
✓ 537.78	✓ 894	✓ 872.0	✓ 473.19	✓ 32139.91	✓ 32613.10	✓ 547305.50	✓ 579918.60	6
✓ 1498	✓ 1498	✓ 1314.8	✓ 1441.25	✓ 34462.25	✓ 35903.50	✓ 738125.55	✓ 774029.05	5

FY 63

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET	EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET
ELEMENTARY SCHOOLS							
AITON	✓ 1016	✓ 936.6	✓ 256136.16	✓ 243.47	✓ 1016	✓ 993.1	✓ 306886.11
BEERS	✓ 680	✓ 737.8	✓ 189122.28	✓ 256.33	✓ 680	✓ 804.7	✓ 224216.11
BENNING	✓ 520	✓ 518.4	✓ 147999.15	✓ 285.49	✓ 520	✓ 513.8	✓ 173646.11
DAVIS	✓ 800	✓ 1110.8	✓ 271443.71	✓ 244.37	✓ 1266	✓ 1443.6	✓ 423837.11
DREW	✓ 1106	✓ 1030.5	✓ 280235.07	✓ 271.94	✓ 1106	✓ 998.5	✓ 327421.11
BURRVILLE	✓ 640	✓ 554.6	✓ 208990.01	✓ 376.83	✓ 640	✓ 615.1	✓ 223513.11
HARRIS					✓ 986	✓ 583.1	✓ 238003.11
HOUSTON	✓ 986	✓ 791.0	✓ 164237.52	✓ 207.63	✓ 986	✓ 810.6	✓ 242526.11
KENILWORTH	✓ 1008	✓ 991.3	✓ 293693.76	✓ 296.27	✓ 1008	✓ 1026.0	✓ 347489.11
KIMBALL	✓ 680	✓ 1123.2	✓ 266438.50	✓ 237.21	✓ 680	✓ 869.1	✓ 293035.11
NALLE	✓ 800	✓ 847.1	✓ 213926.81	✓ 252.54	✓ 800	✓ 643.5	✓ 224940.33
ORR, RANDLE HIGHLANDS	✓ 540	✓ 606.8	✓ 180204.71	✓ 296.98	✓ 540	✓ 654.8	✓ 212173.77
PLUMMER	✓ 1076	✓ 1290.5	✓ 303467.18	✓ 235.15	✓ 1076	✓ 1209.7	✓ 367590.88
RICHARDSON	✓ 980	✓ 952.0	✓ 292071.93	✓ 306.80	✓ 980	✓ 853.2	✓ 392940.66
RIVER TERRACE	✓ 638	✓ 608.9	✓ 198907.32	✓ 326.67	✓ 638	✓ 592.7	✓ 240775.14
SHADD	✓ 860	✓ 924.0	✓ 282269.42	✓ 305.49	✓ 860	✓ 829.7	✓ 345594.11
SOMERS, CARVER	✓ 860	✓ 859.5	✓ 302807.69	✓ 352.31	✓ 890	✓ 888.9	✓ 346986.11
STANTON	✓ 1140	✓ 1013.8	✓ 317307.05	✓ 312.99	✓ 1140	✓ 1018.9	✓ 310548.14
THOMAS	✓ 800	✓ 822.9	✓ 227700.90	✓ 276.71	✓ 800	✓ 839.8	✓ 268348.22
MERRITT	✓ 720	✓ 605.0	✓ 211750.21	✓ 350.00	✓ 720	✓ 551.2	✓ 215528.11
JUNIOR HIGH SCHOOLS							
MILLER	✓ 1151	✓ 1413.9	✓ 590808.95	✓ 417.86	✓ 1151	✓ 1207.2	✓ 718963.41
SOUSA	✓ 1044	✓ 1405.6	✓ 518159.85	✓ 368.64	✓ 1044	✓ 1254.9	✓ 576775.11
WOODSON	✓ 1130	✓ 1682.4	✓ 636958.97	✓ 378.60	✓ 1130	✓ 1251.9	✓ 602724.71
EVANS					✓ 894	✓ 875.1	✓ 470608.81
ROPER							
TOTAL	18975	21112.8	6384839.19		21531	21329.1	8095096.91

FY '63

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET	EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET
ELEMENTARY SCHOOLS							
AITON	✓ 1016	✓ 936.6	✓ 256136.16	✓ 273.47	✓ 1016	✓ 993.1	✓ 306886.
BEERS	✓ 680	✓ 737.8	✓ 189122.28	✓ 256.33	✓ 680	✓ 804.7	✓ 224216.
BENNING	✓ 520	✓ 518.4	✓ 147999.15	✓ 285.49	✓ 520	✓ 513.8	✓ 173646.
DAVIS	✓ 800	✓ 1110.8	✓ 271443.71	✓ 244.37	✓ 1266	✓ 1443.6	✓ 423837.
DREW	✓ 1106	✓ 1030.5	✓ 280235.07	✓ 271.94	✓ 1106	✓ 998.5	✓ 327421.
BURRVILLE	✓ 640	✓ 554.6	✓ 208990.01	✓ 376.83	✓ 640	✓ 615.1	✓ 223513.
HARRIS					✓ 986	✓ 583.1	✓ 238003.
HOUSTON	✓ 986	✓ 791.0	✓ 1164237.52	✓ 207.63	✓ 986	✓ 810.6	✓ 242526.
KENILWORTH	✓ 1008	✓ 991.3	✓ 293693.76	✓ 296.27	✓ 1008	✓ 1026.0	✓ 347489.
KIMBALL	✓ 680	✓ 1123.2	✓ 266438.50	✓ 237.21	✓ 680	✓ 869.1	✓ 293035.11
NALLE	✓ 800	✓ 847.1	✓ 213926.81	✓ 252.54	✓ 800	✓ 643.5	✓ 224940.33
ORR, RANDLE HIGHLANDS	✓ 540	✓ 606.8	✓ 180204.71	✓ 296.98	✓ 540	✓ 654.8	✓ 212173.77
PLUMMER	✓ 1076	✓ 1290.5	✓ 303467.18	✓ 235.15	✓ 1076	✓ 1209.7	✓ 367590.88
RICHARDSON	✓ 980	✓ 952.0	✓ 292071.93	✓ 306.80	✓ 980	✓ 853.2	✓ 392940.66
RIVER TERRACE	✓ 638	✓ 608.9	✓ 198907.32	✓ 326.67	✓ 638	✓ 592.7	✓ 240775.49
SHADD	✓ 860	✓ 924.0	✓ 282269.42	✓ 305.49	✓ 860	✓ 829.7	✓ 345594.16
SMOTHERS, CARVER	✓ 860	✓ 859.5	✓ 302507.69	✓ 352.31	✓ 890	✓ 888.9	✓ 346986.53
STANTON	✓ 1140	✓ 1013.8	✓ 317307.05	✓ 312.99	✓ 1140	✓ 1018.9	✓ 310548.47
THOMAS	✓ 800	✓ 822.9	✓ 227700.90	✓ 276.71	✓ 800	✓ 839.8	✓ 268348.22
MERRITT	✓ 720	✓ 605.0	✓ 211750.21	✓ 350.00	✓ 720	✓ 551.2	✓ 215528.16

JUNIOR HIGH SCHOOLS

MILLER	✓ 1151	✓ 1413.9	✓ 590808.95	✓ 417.86	✓ 1151	✓ 1207.2	✓ 718963.4
SOUSA	✓ 1044	✓ 1405.6	✓ 518159.85	✓ 368.64	✓ 1044	✓ 1254.9	✓ 576775.1
WOODSON	✓ 1130	✓ 1682.4	✓ 636958.97	✓ 378.60	✓ 1130	✓ 1251.9	✓ 602724.7
EVANS					✓ 894	✓ 875.1	✓ 470608.8
ROPER							

TOTAL

18975 21112.8 6384839.19

21531

21329.1 8095096.9

FY '63

FY 1965

	1	2	3	4	5	6	7
	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET	EXPENDITURES PER PUPIL	BUILDING CAPACITY	ADM	EXPENDITURE D.C. BUDGET
ELEMENTARY SCHOOLS							
AITON	✓ 1016	✓ 936.6	✓ 256136.16	✓ 243.47	✓ 1016	✓ 993.1	✓ 306886.
BEERS	✓ 680	✓ 737.8	✓ 189122.28	✓ 256.33	✓ 680	✓ 804.7	✓ 224216.
BENNING	✓ 520	✓ 518.4	✓ 147999.15	✓ 285.49	✓ 520	✓ 513.8	✓ 173646.
DAVIS	✓ 800	✓ 1110.8	✓ 271443.71	✓ 244.37	✓ 1266	✓ 1443.6	✓ 423837.
DREW	✓ 1106	✓ 1030.5	✓ 280235.07	✓ 271.94	✓ 1106	✓ 998.5	✓ 327421.
BURRVILLE	✓ 640	✓ 554.6	✓ 208990.01	✓ 376.83	✓ 640	✓ 615.1	✓ 223513.
HARRIS					✓ 986	✓ 583.1	✓ 238003.
HOUSTON	✓ 986	✓ 791.0	✓ 164237.52	✓ 207.63	✓ 986	✓ 810.6	✓ 242526.
KENILWORTH	✓ 1008	✓ 991.3	✓ 293693.76	✓ 296.27	✓ 1008	✓ 1026.0	✓ 347489.
KIMBALL	✓ 680	✓ 1123.2	✓ 266438.50	✓ 237.21	✓ 680	✓ 869.1	✓ 293035.
NALLE	✓ 800	✓ 847.1	✓ 213926.81	✓ 252.54	✓ 800	✓ 643.5	✓ 224940.
ORR, RANDLE HIGHLANDS	✓ 540	✓ 606.8	✓ 180204.71	✓ 296.98	✓ 540	✓ 654.8	✓ 212173.
PLUMMER	✓ 1076	✓ 1290.5	✓ 303467.18	✓ 235.15	✓ 1076	✓ 1209.7	✓ 367590.
RICHARDSON	✓ 980	✓ 952.0	✓ 292071.93	✓ 306.80	✓ 980	✓ 853.2	✓ 392940.
RIVER TERRACE	✓ 638	✓ 608.9	✓ 198907.32	✓ 326.67	✓ 638	✓ 592.7	✓ 240775.
SHADD	✓ 860	✓ 924.0	✓ 282269.42	✓ 305.49	✓ 860	✓ 829.7	✓ 345594.
SMOTHERS, CARVER	✓ 860	✓ 859.5	✓ 302807.69	✓ 352.31	✓ 840	✓ 888.9	✓ 346986.
STANTON	✓ 1140	✓ 1013.8	✓ 317307.05	✓ 312.99	✓ 1140	✓ 1018.9	✓ 310548.
THOMAS	✓ 800	✓ 822.9	✓ 227700.90	✓ 276.71	✓ 800	✓ 839.8	✓ 268348.
MERRITT	✓ 720	✓ 605.0	✓ 211750.21	✓ 350.00	✓ 720	✓ 551.2	✓ 215528.

JUNIOR HIGH SCHOOLS

MILLER	✓ 1151	✓ 1413.9	✓ 590808.95	✓ 417.86	✓ 1151	✓ 1207.2	✓ 718963.4
SOUSA	✓ 1044	✓ 1405.6	✓ 518159.85	✓ 368.64	✓ 1044	✓ 1254.9	✓ 576775.1
WOODSON	✓ 1130	✓ 1682.4	✓ 636958.97	✓ 378.60	✓ 1130	✓ 1251.9	✓ 602724.7
EVANS					✓ 894	✓ 875.1	✓ 470608.8
ROPER							

TOTAL

18975

21112.8 6384839.19

21531

21329.1 8095096.9

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	Building Capacity	ADM	Capital Budget	Expenditures	Building Capacity	ADM	Capital Budget	Expenditures	Building Capacity	ADM	ES&H Title	ES&H Special	Total ES&H	Expenditures	Total
Barrett	✓ 530	✓ 836.2	✓ 13050.71.31	✓ 2444.90	✓ 800	✓ 906.8	✓ 1309.258.60	✓ 330.02	✓ 780	✓ 1073.6	✓ 1259.61	✓ 107.00	✓ 1366.61	✓ 3980.540.3	✓ 3994.206.4
Barwick	✓ 1026	✓ 1149.4	✓ 1297.610.46	✓ 260.51	✓ 1026	✓ 1297.6	✓ 1115.76	✓ 309.43	✓ 996	✓ 1071.4	✓ 1115.76	✓ -	✓ 1115.76	✓ 4413.126.52	✓ 4442.42.28
Brighton	✓ 574	✓ 693.9	✓ 1198.148.46	✓ 385.58	✓ 574	✓ 799.7	✓ 101.754.58	✓ 290.19	✓ 654	✓ 741.4	✓ 296.16	✓ -	✓ 296.16	✓ 2842.92.18	✓ 2845.88.34
Brighton	✓ 526	✓ 697.9	✓ 1280.334.31	✓ 315.57	✓ 526	✓ 1254.2	✓ 1294.944.69	✓ 391.14	✓ 570	✓ 719.8	✓ -	✓ -	✓ -	✓ 2590.30.93	✓ 2590.30.93
Brighton	✓ 866	✓ 974.7	✓ 1241.176.85	✓ 347.49	✓ 866	✓ 1241.8	✓ 1294.944.69	✓ 310.41	✓ 846	✓ 900.2	✓ 125.10	✓ -	✓ 125.10	✓ 3605.52.22	✓ 3614.72.32
Brighton	✓ 848	✓ 866.9	✓ 1289.313.67	✓ 264.52	✓ 848	✓ 1289.3	✓ 1289.3	✓ 317.29	✓ 1068	✓ 1081.0	✓ 1100.65	✓ -	✓ 1100.65	✓ 3846.18.40	✓ 3857.19.05
Brighton	✓ 460	✓ 487.6	✓ 1144.716.79	✓ 296.79	✓ 460	✓ 574.7	✓ 116.834.87	✓ 327.08	✓ 450	✓ 541.1	✓ 236.74	✓ -	✓ 236.74	✓ 326.74	✓ 326.74
Brighton	✓ 520	✓ 501.3	✓ 1199.517.34	✓ 396.00	✓ 520	✓ 601.0	✓ 1240.434.75	✓ 400.05	✓ 510	✓ 591.2	✓ 602.90	✓ -	✓ 602.90	✓ 3393.31.35	✓ 3394.93.42
Brighton	✓ 590	✓ 703.0	✓ 1264.318.23	✓ 375.29	✓ 590	✓ 118.6	✓ 1316.246.5	✓ 440.09	✓ 1086	✓ 1077.2	✓ 2292.18	✓ -	✓ 2292.18	✓ 4493.38.61	✓ 4496.150.71
Brighton	✓ 520	✓ 585.2	✓ 1180.064.28	✓ 307.70	✓ 520	✓ 610.5	✓ 1204.801.89	✓ 335.47	✓ 510	✓ 591.2	✓ 236.35	✓ -	✓ 236.35	✓ 2428.14.75	✓ 2430.51.10
Brighton	✓ 948	✓ 1078.5	✓ 1275.833.81	✓ 255.76	✓ 948	✓ 1201.6	✓ 1343.857.72	✓ 286.17	✓ 978	✓ 1212.0	✓ 709.83	✓ 141.22	✓ 851.05	✓ 4376.64.46	✓ 4385.20.5
Brighton	✓ 7442	✓ 8569.6	✓ 2456209.41	✓ 286.62	✓ 7722	✓ 9162.9	✓ 3054957.03	✓ 333.40	✓ 8448	✓ 9606.1	✓ 8775.28	✓ 248.22	✓ 9023.50376004680	✓ 3769070.3	✓ 392.36
MacFarland	✓ 982	✓ 1683.7	✓ 1503024.88	✓ 298.76	✓ 982	✓ 1404.3	✓ 1604.088.08	✓ 430.17	✓ 982	✓ 947.9	✓ -	✓ 178.50	✓ 178.50	✓ 5832.67.16	✓ 5834.45.61
Paul	✓ 1126	✓ 1384.2	✓ 1539.047.77	✓ 389.43	✓ 1126	✓ 1241.2	✓ 1579.075.83	✓ 474.19	✓ 1126	✓ 1208.5	✓ 473.55	✓ -	✓ 473.55	✓ 6461.67.38	✓ 6466.42.85
Paul	✓ 2108	✓ 3067.9	✓ 1042072.65	✓ 339.67	✓ 2108	✓ 2622.5	✓ 11831.63.91	✓ 451.16	✓ 2108	✓ 2156.2	✓ 473.55	✓ 178.50	✓ 652.05	✓ 1229436.54	✓ 1230088.5
Conley	✓ 1473	✓ 1210.7	✓ 1288904.74	✓ 569.01	✓ 1473	✓ 1449.9	✓ 1789.587.93	✓ 525.09	✓ 1473	✓ 1640.5	✓ 1004.89	✓ -	✓ 1004.89	✓ 1067028.36	✓ 1068033.25
Conley	✓ 11551	✓ 1162.9	✓ 1231412.31	✓ 663.17	✓ 11551	✓ 1463.5	✓ 1856.534.48	✓ 585.26	✓ 1551	✓ 1336.1	✓ 1044.83	✓ 53159.07	✓ 54208.90	✓ 873077.49	✓ 927256.39
Conley	✓ 3024	✓ 2313.6	✓ 1420317.05	✓ 613.90	✓ 3024	✓ 2963.4	✓ 1644.122.41	✓ 554.80	✓ 3024	✓ 2976.6	✓ 2064.72	✓ 63159.07	✓ 65213.79	✓ 1940075.85	✓ 1995289.69
Frederick	✓ 468	✓ 409.0	✓ 1232.436.71	✓ 568.50	✓ 468	✓ 501.1	✓ 1317.490.12	✓ 633.59	✓ 468	✓ 506.8	✓ 229.10	✓ 4193.64	✓ 4422.74	✓ 39772.976	✓ 402152.50
TOTAL	✓ 13042	✓ 14360.1	✓ 5151035.82	✓ 13322	✓ 13322	✓ 15252.9	✓ 61139733.47	✓ 193.51	✓ 13322	✓ 15252.9	✓ 61139733.47	✓ 193.51	✓ 15252.9	✓ 61139733.47	✓ 193.51

FY 1963

FY 1965

FY 1968

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	Building Capacity	ADM	EXPENSES D.C. BUDGET	EXPENSES	Building Capacity	ADM	EXPENSES D.C. BUDGET	EXPENSES PERSONAL	Building Capacity	ADM	ET&A	ES&A SPECIAL PERSONNEL	TOTAL ES&A PERSONNEL	EXPENSES D.C. BUDGET	TOTAL EXPENSES	TOTAL PERSONNEL
Adams - Dyette	910	627.7	122,389.57	354.79	910	599.0	124,858.43	465.44	980	620.0	443.42	1736.49	413.42	2434.44	12434.31	183
Buell	520	702.2	117,843.19	454.10	520	584.0	120,198.19	345.86	610	514.5	772.94	1736.49	18137.93	2561.69	274307.67	2802
Chalk N.D.	896	1062.4	124,382.66	229.49	896	868.6	122,566.32	338.09	876	1096.6	400.00	2459.28	2499.28	3961.64	4211.63	384.06
High-Cooking	640	591.7	120,719.43	350.17	640	693.2	121,758.64	513.89	600	705.4	1070.38	486.19	5926.57	1271.86	12778.06	1393.83
Brink	640	1071.0	122,852.04	260.02	640	799.3	123,676.44	354.46	690	666.2	303.97	296.66	600.63	3164.23	31702.34	75.87
Havran	520	891.2	124,195.25	271.49	520	583.6	121,433.43	364.01	670	662.9	329.09	2753.94	2786.93	2707.20	2985.90	453.85
Neave	758	812.0	153,443.79	658.21	758	827.8	121,708.17	258.25	738	712.9	316.59	2011.58	2043.23	2811.63	3015.95	423.06
Morgan-Lewis	520	918.9	125,800.86	245.73	520	676.8	122,121.45	332.63	510	612.2	216.93	456.50	673.43	2994.35	3001.09	48.81
Mutt	760	940.1	125,036.28	269.16	760	910.6	122,338.69	300.17	750	730.9	337.29	1025.85	1362.14	3883.17	4019.44	54.93
Pack Wear	790	825.7	122,830.01	395.82	790	702.0	124,784.95	483.30	780	737.1	318.92	846.25	879.47	3229.44	3317.78	450.11
Raymond	980	1084.7	131,109.76	286.81	980	1265.6	126,056.31	344.88	1038	975.3	1664.36	4780.45	6444.81	4208.57	4427.29	438.12
Meyer	580	745.2	121,693.78	290.79	580	759.8	122,443.46	333.25	1056	1000.0	1031.01	117.50	1148.57	3845.63	3857.11	88.71
Remick	854	1026.8	125,253.06	268.72	854	1334.5	121,877.13	368.59	1056	122.8	407.55	407.00	814.55	4571.92	4580.06	36.59
Harst-Patterson	851	1377.5	148,679.53	348.96	851	1452.3	142,989.77	442.74	851	756.1	308.43	6742.15	6050.58	5938.50	5999.01	193.42
LINCOLN	708	910.0	138,041.05	426.42	708	854.9	149,453.40	578.47	708	785.0	1462.91	5669.64	5816.85	5327.73	5909.42	752.79
DeLong	1559	2387.5	868720.60	379.77	1559	2307.2	113752.47	493.03	3057	2828.8	742.45	711.38	7853.28	1838.23	1916.78	77.60
Roll	576	376.9	132,544.46	861.09	576	409.8	141,478.22	1011.42	640	424.8	600.19	3669.02	4269.21	4900.23	4942.91	63.58
TOTAL	12400	14059.6	469920.18	14469	14722.2	6129133.8	599.83	1780	1560.9	2562.92	16857.54	18420.46	117701.71	1195437.66	786	

FY 1963

Py 1965

WARD III

EY 1968

[illegible]

Ward Beetham in
expenditures per pupil

WARD I

FY 1963

FY 1965

FY 1968

	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures Per Pupil	Building Capacity	ADM	ESEA Title II et al.	ESEA Special Program Expenditures	Total ESEA Expenditures	Expenditures General Fund	Total Expenditures	Expenditures Per Pupil
Adams-Oyster	910	627.7	222,389.57	354.29	910	599.0	242,858.43	445.49	630	620.0	413.42	-	413.42	23,424.64	24,243.75	341.83
Bruce	520	702.2	178,431.98	254.10	520	584.0	120,198.29	345.86	510	514.5	772.94	1736.49	18,137.93	250,164.28	274,302.24	528.02
Cooke, H. D.	896	1062.7	243,876.66	229.49	896	868.6	129,366.58	338.09	876	1096.6	400.00	2459.25	2499.25	396,164.85	421,163.20	384.06
Gage-Eckington	640	591.7	120,194.39	350.17	640	693.2	121,758.04	313.89	600	705.4	1070.38	4866.19	5936.57	271,869.55	277,804.12	393.83
Grimke	640	1071.0	127,850.04	260.04	640	799.3	128,076.94	354.46	690	666.2	303.97	296.66	600.63	21,642.73	3170.23	475.87
Harrison	520	881.2	124,195.25	271.49	520	583.6	121,433.43	364.01	570	657.9	329.09	2753.94	2786.93	2707.20	2986.90	453.85
Lewis	757	812.0	53,443.79	65.82	757	827.8	121,378.17	258.25	738	712.9	316.59	2011.58	2043.23	281,163.52	3015.95	423.06
Monroe	520	948.9	225,800.86	245.73	520	676.8	122,121.95	332.63	510	612.7	216.93	456.50	673.43	2994.35	3001.04	489.81
Morgan & Annex	766	940.1	125,036.28	269.16	760	910.6	123,338.69	300.17	750	730.9	3372.29	10250.85	13623.14	3883.79	4401.94	549.43
Mott	790	825.7	132,683.01	395.82	790	705.0	134,028.45	458.30	780	737.1	318.92	8465.20	8784.17	32294.66	33178.83	450.11
Park View	980	1084.7	131,109.76	286.81	980	1055.6	136,056.61	344.88	1038	975.3	1664.36	4780.45	6444.81	42085.47	427296.28	438.12
Raymond	580	745.2	693.77	290.79	580	759.8	125,443.46	332.25	1056	1000.0	1031.01	117.50	1148.57	38456.31	38571.62	385.71
Meyer	8514	10273.1	2159253.06	268.59	8590	13344.5	141,877.93	368.58	1056	1228.3	407.55	407.00	814.55	44571.92	44580.06	372.88
Banneker	851	1377.5	480,679.55	348.95	851	1452.3	164,989.97	442.74	851	156.1	308.43	6742.15	6050.58	459385.08	599901.46	793.42
Garnet-Patterson	708	910.0	138,044.45	426.42	708	854.9	149,453.40	578.47	708	785.0	1469.91	5669.86	58168.55	153277.24	189094.20	752.79
Lincoln	1559	2387.5	868720.60	379.77	1559	2307.2	1137524.07	492.03	1498	1287.7	5646.11	8688.04	14334.15	1711606.49	1725940.64	563.25
Cardozo	1780	1122.1	1746600.06	665.36	1780	1602.4	1964196.16	599.85	1780	1560.9	2562.92	15857.54	78553.28	1838230.84	1916784.12	677.60
Bell	540	376.9	134546	361.09	540	409.8	1414478.56	1011.42	540	424.8	600.19	3668.02	4269.21	490023.72	494212.93	1163.52

WARD II

FY 1963

FY 1965

FY 1968

	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs Expenditures	Total ESEA Expenditures	Expenditures General Fund	Total Expenditures	Expenditures Per Pupil
Amidon	✓ 54	✓ 655.5	✓ 131 535.66	✓ 285.64	✓ 906	✓ 809.5	✓ 121 701.11	✓ 273.87	✓ 786	✓ 610.2	✓ 215.12	✓ 5724.44	✓ 5939.56	✓ 284071.05	✓ 2900 106.61	✓ 71.58
Rowen	✓ 736	✓ 682.3	✓ 1207 007.61	✓ 301.19	✓ 730	✓ 624.0	✓ 261 663.43	✓ 419.33	✓ 720	✓ 620.6	✓ 203.22	✓ 14232.12	✓ 14495.44	✓ 293236.79	✓ 307732.23	✓ 495.86
Bundy	✓ 600	✓ 434.5	✓ 1217 363.89	✓ 500.26	✓ 600	✓ 422.2	✓ 256 164.00	✓ 606.74	✓ 600	✓ 354.3	✓ 242.59	✓ -	✓ 292.59	✓ 282321.31	✓ 282623.90	✓ 177.70
Cleveland	✓ 580	✓ 682.2	✓ 1216 744.81	✓ 377.71	✓ 580	✓ 707.8	✓ 220 219.61	✓ 310.85	✓ 570	✓ 548.5	✓ 222.23	✓ 11121.44	✓ 11343.61	✓ 223787.82	✓ 235131.49	✓ 428.68
Cook, J. F.	✓ 620	✓ 762.1	✓ 1228 192.47	✓ 299.43	✓ 620	✓ 741.5	✓ 252 236.98	✓ 318.68	✓ 600	✓ 559.7	✓ -	✓ 27435.34	✓ 27435.34	✓ 247866.87	✓ 275802.23	✓ 492.77
Garrison	✓ 520	✓ 899.5	✓ 1240 491.00	✓ 267.36	✓ 1076	✓ 1171.0	✓ 365 225.85	✓ 311.89	✓ 1056	✓ 1022.2	✓ 388.76	✓ 15235.99	✓ 15624.75	✓ 387487.97	✓ 403112.72	✓ 393.87
Langston Slater	✓ 520	✓ 614.4	✓ 173701.99	✓ 280.44	✓ 520	✓ 658.9	✓ 230 630.85	✓ 350.02	✓ 510	✓ 515.0	✓ 441.54	✓ 18740.58	✓ 19382.12	✓ 1218061.11	✓ 237443.25	✓ 460.79
Montgomery-Morse	✓ 790	✓ 439.8	✓ 1269 172.64	✓ 286.41	✓ 790	✓ 893.9	✓ 357 574.10	✓ 393.38	✓ 780	✓ 810.1	✓ 1042.09	✓ 18799.97	✓ 19842.06	✓ 247082.08	✓ 266924.14	✓ 452.94
Seaton-Perry	✓ 820	✓ 797.9	✓ 1267 017.44	✓ 334.45	✓ 820	✓ 745.9	✓ 316 260.25	✓ 421.74	✓ 810	✓ 672.0	✓ 1175.64	✓ 4481.08	✓ 45990.51	✓ 350119.41	✓ 396109.92	✓ 585.96
Simmons	✓ 500	✓ 802.0	✓ 1255 121.92	✓ 318.11	✓ 500	✓ 837.3	✓ 291 536.74	✓ 324.24	✓ 780	✓ 699.5	✓ 272.30	✓ 17223.67	✓ 17995.97	✓ 287060.25	✓ 305056.72	✓ 462.56
Summer-Grant-Stevens	✓ 1160	✓ 731.4	✓ 1254 415.85	✓ 347.61	✓ 1160	✓ 643.2	✓ 214 577.46	✓ 489.08	✓ 1140	✓ 644.7	✓ 1282.09	✓ 1869.32	✓ 3157.41	✓ 351957.60	✓ 355115.01	✓ 511.18
Syphax	✓ 830	✓ 725.4	✓ 1239 984.44	✓ 332.69	✓ 830	✓ 818.6	✓ 257 820.14	✓ 374.45	✓ 810	✓ 1051.2	✓ 307.06	✓ 27418.31	✓ 27725.37	✓ 247480.72	✓ 285206.09	✓ 424.99
Thomson	✓ 580	✓ 570.4	✓ 1711 583.7	✓ 325.13	✓ 540	✓ 548.3	✓ 233 767.04	✓ 390.72	✓ 570	✓ 521.6	✓ 518.58	✓ 2162.93	✓ 2761.57	✓ 219585.91	✓ 222347.42	✓ 421.43
Walker-Jones	✓ 830	✓ 921.8	✓ 1247 617.65	✓ 274.58	✓ 830	✓ 876.4	✓ 293 243.30	✓ 334.53	✓ 810	✓ 657.4	✓ 300.44	✓ 24488.95	✓ 24789.41	✓ 281829.22	✓ 303618.63	✓ 761.85
	✓ 10192	✓ 10190.0	✓ 3189 476.74	✓ 313.06	✓ 10742	✓ 10602.5	✓ 3846380.86	✓ 362.78	✓ 10542	✓ 9022.3	✓ 7005.78	✓ 227269.93	✓ 234276.71	✓ 4071964.34	✓ 306240.34	✓ 477.29
Jefferson	✓ 583	✓ 586.5	✓ 1294 242.20	✓ 501.69	✓ 583	✓ 650.2	✓ 373 665.86	✓ 574.69	✓ 583	✓ 669.0	✓ 1164.47	✓ 10818.05	✓ 11982.52	✓ 407466.64	✓ 419442.16	✓ 626.98
Randall	✓ 1291	✓ 858.9	✓ 1508 468.97	✓ 592.00	✓ 1291	✓ 1016.8	✓ 555 416.57	✓ 546.23	✓ 1291	✓ 959.6	✓ 492.23	✓ 41725.67	✓ 42217.96	✓ 628998.62	✓ 671216.62	✓ 699.48
Shaw	✓ 1167	✓ 1338.5	✓ 1570 290.93	✓ 436.47	✓ 1167	✓ 1405.8	✓ 712 405.09	✓ 507.05	✓ 1167	✓ 1254.1	✓ 1032.04	✓ 9253.30	✓ 10285.34	✓ 814063.59	✓ 824338.93	✓ 657.32
Terrell	✓ 937	✓ 1086.0	✓ 1454 722.62	✓ 423.32	✓ 937	✓ 1241.8	✓ 657 213.64	✓ 524.41	✓ 937	✓ 974.4	✓ 339.56	✓ 44119.14	✓ 44458.70	✓ 675682.87	✓ 720741.59	✓ 729.06
	✓ 3978	✓ 3869.9	✓ 1832724.66	✓ 473.58	✓ 3978	✓ 4314.6	✓ 2293601.10	✓ 531.59	✓ 3978	✓ 3857.1	✓ 3028.30	✓ 105916.16	✓ 108944.46	✓ 2526201.74	✓ 2635146.20	✓ 683.19
Dunbar	✓ 1258	✓ 426.5	✓ 547 539.74	✓ 589.70	✓ 1258	✓ 1314.7	✓ 789 902.28	✓ 600.82	✓ 1258	✓ 1232.2	✓ 522.07	✓ 26891.71	✓ 277414.78	✓ 894964.28	✓ 922369.06	✓ 748.55
M.M. Washington	✓ 540	✓ 546.6	✓ 329 696.56	✓ 668.28	✓ 540	✓ 526.4	✓ 520 679.22	✓ 989.13	✓ 540	✓ 556.8	✓ 265.33	✓ 4723.40	✓ 4998.73	✓ 570022.22	✓ 571671.05	✓ 1344.62

WARD III

FY 1963

FY 1965

FY 1968

	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs Expenditures	Total ESEA Expenditures	Expenditures General Fund	Total Expenditures	Expenditures Per Pupil
Easton-Heast	✓ 830	✓ 5649	✓ 1220 747.54	✓ 230 70	✓ 830	✓ 6216	✓ 1288 508.94	✓ 460 91	✓ 810	✓ 724.1	✓ 801.62	✓ 3019.46	✓ 3821.08	✓ 341719.02	✓ 345554.10	✓ 477.20
Hardy-Key	✓ 620	✓ 3341	✓ 1137 677.89	✓ 412	✓ 680	✓ 3334	✓ 1166 437.08	✓ 499 21	✓ 630	✓ 447.3	✓ 449.07	✓ 449.07	✓ 449.07	✓ 225739.51	✓ 226188.58	✓ 471.91
Hyde-Fillmore-Jackson	✓ 800	✓ 3451	✓ 1136 517.05	✓ 455 60	✓ 820	✓ 3349	✓ 1160 743.04	✓ 479 97	✓ 780	✓ 442.7	✓ 519.57	✓ -	✓ 519.57	✓ 198801.72	✓ 199321.29	✓ 450.24
Janney	✓ 610	✓ 5198	✓ 191 088.54	✓ 348 38	✓ 610	✓ 4548	✓ 1186 445.35	✓ 384 58	✓ 600	✓ 542.5	✓ 549.19	✓ -	✓ 549.19	✓ 234314.39	✓ 234863.58	✓ 432.93
Lafayette	✓ 700	✓ 7324	✓ 1613 045.47	✓ 389 28	✓ 700	✓ 712.5	✓ 1247 010.90	✓ 842 66	✓ 690	✓ 740.5	✓ 213.55	✓ -	✓ 213.55	✓ 331 574.01	✓ 331 847.56	✓ 444.54
Mann-Stoddert	✓ 650	✓ 4354	✓ 1176 632 74	✓ 405 21	✓ 650	✓ 430.5	✓ 1232 155.75	✓ 539 65	✓ 600	✓ 493.9	✓ 820.28	✓ 3339.56	✓ 4159 19	✓ 234689.44	✓ 238849.23	✓ 483.60
Murch	✓ 710	✓ 7008	✓ 1228 546.86	✓ 326 12	✓ 710	✓ 714.5	✓ 1248 023.43	✓ 346 19	✓ 600	✓ 653.1	✓ 264.37	✓ -	✓ 264.37	✓ 305858.60	✓ 306 122.97	✓ 468.72
Oyster-Military Road	✓ 4980	✓ 3031.5	✓ 12130 20.17	✓ 61.57	✓ 4980	✓ 3519.9	✓ 15480 17.39	✓ 430 73	✓ 210	✓ 318.4	✓ 8188.24	✓ 12998.03	✓ 21186.29	✓ 1701 60.58	✓ 192346.87	✓ 600.96
Deal	✓ 1085	✓ 1181.6	✓ 440 117.20	✓ 414 79	✓ 1083	✓ 1216.0	✓ 2605 221.86	✓ 497 72	✓ 1083	✓ 1188.3	✓ 843.69	✓ 39.50	✓ 883.19	✓ 663397.50	✓ 664280.69	✓ 559.02
Francis	✓ 776	✓ 917.7	✓ 348 11.04	✓ 453 81	✓ 776	✓ 840.0	✓ 457 401.67	✓ 544 53	✓ 776	✓ 759.3	✓ 443.75	✓ 14482.03	✓ 14925.78	✓ 552525.13	✓ 567450.91	✓ 747.33
Gordon	✓ 908	✓ 1014.6	✓ 398 160.83	✓ 392 43	✓ 908	✓ 1037.2	✓ 497 097.53	✓ 479 22	✓ 908	✓ 872.0	✓ 752.04	✓ 10345.01	✓ 11097.05	✓ 541385.57	✓ 552482.62	✓ 633.68
Western	✓ 2767	✓ 3113.9	✓ 1280 289.07	✓ 413 11	✓ 2767	✓ 3093.2	✓ 15097 21.00	✓ 504 24	✓ 2767	✓ 2819.6	✓ 2039.48	✓ 24866.54	✓ 269060.21	✓ 1757308.20	✓ 1784214.22	✓ 632.79
Wilson	✓ 1308	✓ 980.4	✓ 535 013.41	✓ 545 72	✓ 1308	✓ 1216.4	✓ 716 582.59	✓ 631 03	✓ 1308	✓ 1458.1	✓ 1730.76	✓ 10290.98	✓ 12021.74	✓ 909512.14	✓ 921533.88	✓ 632.01
	✓ 1487	✓ 1403.6	✓ 727 809.76	✓ 518 53	✓ 1487	✓ 1355.4	✓ 768 379.41	✓ 566 90	✓ 1487	✓ 1547.1	✓ 539.13	✓ 102.00	✓ 641.13	✓ 1022817.84	✓ 1023458.97	✓ 661.53
	✓ 2795	✓ 2384.0	✓ 1262 823.17	✓ 529 70	✓ 2795	✓ 2671.8	✓ 16369 62.00	✓ 597 23	✓ 2795	✓ 3005.2	✓ 2269.89	✓ 10392.98	✓ 12062.87	✓ 1932329.98	✓ 1944992.85	✓ 647.21

546-5662

WARD IV

FY 1963

FY 1965

FY 1968

	Building Capacity	ADM	Expenditure General Fund	Expenditures	Building Capacity	ADM	Expenditure General Fund	Expenditure	Building Capacity	ADM	ESEA Title II	ESEA Special Programs Expenditures	Total ESEA Expenditures	Expenditures General Fund	Total Expenditures	Expenditures Per Pupil
Bancroft	✓ 536	✓ 8382	✓ 1205276.31	✓ 544.40	✓ 800	✓ 906.8	✓ 1294258.60	✓ 330.02	✓ 780	✓ 1073.6	✓ 1259.61	✓ 107.00	✓ 1366.61	✓ 398054.03	✓ 399420.64	✓ 372.04
✗ Barnard	✓ 1026	✓ 11424	✓ 1247610.46	✓ 260.51	✓ 1026	✓ 1271.6	✓ 1343471.78	✓ 309.43	✓ 996	✓ 1071.4	✓ 1115.76	✓ -	✓ 1115.76	✓ 413126.52	✓ 414242.28	✓ 386.64
✗ Brightwood	✓ 574	✓ 6634	✓ 1484846	✓ 285.58	✓ 574	✓ 724.7	✓ 811754.58	✓ 290.79	✓ 654	✓ 741.4	✓ 296.16	✓ -	✓ 296.16	✓ 184242.18	✓ 284592.34	✓ 383.85
✗ Petworth	✓ 520	✓ 647.9	✓ 122023431	✓ 315.57	✓ 520	✓ 754.2	✓ 1094944.69	✓ 394.14	✓ 510	✓ 719.8	✓ -	✓ -	✓ -	✓ 259030.93	✓ 259030.93	✓ 359.87
Powell & Annex	✓ 866	✓ 974.7	✓ 241176.85	✓ 247.44	✓ 866	✓ 948.8	✓ 1244513.51	✓ 310.41	✓ 846	✓ 900.2	✓ 925.10	✓ -	✓ 925.10	✓ 360552.22	✓ 361472.24	✓ 401.56
✗ Rudolph	✓ 848	✓ 866.9	✓ 224213.67	✓ 264.52	✓ 848	✓ 905.4	✓ 1287277.93	✓ 317.29	✓ 1068	✓ 1081.0	✓ 1100.65	✓ -	✓ 1100.65	✓ 384618.40	✓ 385719.05	✓ 356.82
✗ Shepherd	✓ 480	✓ 487.6	✓ 144116.74	✓ 296.79	✓ 480	✓ 514.7	✓ 1683480.7	✓ 327.08	✓ 450	✓ 541.1	✓ 236.74	✓ -	✓ 236.74	✓ 226718.35	✓ 226955.09	✓ 419.43
✗ Takoma-Military Road	✓ 520	✓ 501.3	✓ 144517.24	✓ 398.00	✓ 520	✓ 601.0	✓ 1240430.75	✓ 400.05	✓ 510	✓ 591.2	✓ 602.90	✓ -	✓ 602.90	✓ 239331.35	✓ 239434.25	✓ 401.77
✗ Truesdell	✓ 590	✓ 703.0	✓ 244318.23	✓ 325.49	✓ 590	✓ 718.6	✓ 1316246.5	✓ 440.09	✓ 1086	✓ 1071.2	✓ 222.18	✓ -	✓ 222.18	✓ 493838.61	✓ 496139.79	✓ 460.57
✗ West	✓ 520	✓ 585.2	✓ 1180044.38	✓ 307.70	✓ 520	✓ 610.5	✓ 1244861.89	✓ 335.47	✓ 510	✓ 591.2	✓ 236.35	✓ -	✓ 236.35	✓ 262814.75	✓ 263051.10	✓ 444.94
✗ Whittier	✓ 948	✓ 1078.5	✓ 225833.81	✓ 255.76	✓ 948	✓ 1201.6	✓ 1343458.72	✓ 286.17	✓ 978	✓ 1212.0	✓ 709.83	✓ 141.24	✓ 851.05	✓ 437669.46	✓ 438520.51	✓ 361.82
	7442	8562.6	2456209.41	286.62	7722	9162.9	3054952.03	333.41	8448	9606.1	8775.28	248.22	9023.50	376004.680	3769070.30	392.36
Macfarland	✓ 982	✓ 1683.7	✓ 503024.88	✓ 298.70	✓ 982	✓ 1404.3	✓ 6040880.8	✓ 430.17	✓ 982	✓ 947.7	✓ -	✓ 178.50	✓ 178.50	✓ 583267.16	✓ 583445.66	✓ 615.64
Paul	✓ 1126	✓ 1384.2	✓ 539042.77	✓ 384.43	✓ 1126	✓ 1221.2	✓ 519025.83	✓ 422.19	✓ 1126	✓ 1208.5	✓ 473.85	✓ -	✓ 473.85	✓ 640169.38	✓ 646642.83	✓ 535.08
	2108	3062.9	1042072.65	339.67	2108	2625.5	1183163.91	450.64	2108	2156.2	473.55	178.50	652.05	224436.54	230088.59	572.49
Coolidge	✓ 1473	✓ 1210.7	✓ 688904.74	✓ 524.01	✓ 1473	✓ 1449.9	✓ 797587.93	✓ 525.09	✓ 1473	✓ 1640.5	✓ 1004.89	✓ -	✓ 1004.89	✓ 1067028.36	✓ 1068033.25	✓ 651.04
Roosevelt	✓ 1551	✓ 1102.9	✓ 731412.31	✓ 663.17	✓ 1551	✓ 1463.5	✓ 856534.48	✓ 585.26	✓ 1551	✓ 1336.1	✓ 1049.83	✓ 53159.07	✓ 54208.90	✓ 873042.44	✓ 927256.39	✓ 694.00
	3024	2313.6	1420317.05	613.90	3024	2963.4	1644122.41	554.80	3024	2976.6	2064.72	63159.07	65213.79	1940075.88	1995289.64	620.36
Burdick	✓ 468	✓ 4040	✓ 232436.71	✓ 568.30	✓ 468	✓ 501.1	✓ 317490.12	✓ 633.59	✓ 468	✓ 506.8	✓ 229.10	✓ 4193.64	✓ 4422.74	✓ 397729.76	✓ 402152.50	✓ 793.51

WARD V

FY 1963

FY 1965

FY 1968

	Building Capacity	ADM	Expenditure General Fund	Expenditures	Building Capacity	ADM	Expenditure General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs Expenditures	Total ESEA Expenditures	Expenditures General Fund	Total Expenditures	Expenditures Per Pupil
Brookland-Slowe	✓ 700	✓ 653.2	✓ 1228543.45	✓ 344,88	✓ 700	✓ 758.1	✓ 1295064.91	✓ 543.37	✓ 1140	✓ 1198.9	✓ 1793.19	-	✓ 1793.19	✓ 440522.62	✓ 442322.81	✓ 368.94
Bunker Hill	✓ 780	✓ 446.9	✓ 218970.70	✓ 331.25	✓ 780	✓ 1119.3	✓ 1309455.27	✓ 276.47	✓ 1116	✓ 1158.2	✓ 1157.69	-	✓ 1157.69	✓ 406687.79	✓ 407845.48	✓ 352.14
Burroughs	✓ 928	✓ 433.1	✓ 248784.25	✓ 266.62	✓ 928	✓ 469.4	✓ 302000.67	✓ 311.37	✓ 918	✓ 919.3	✓ 758.90	-	✓ 758.90	✓ 358544.26	✓ 359308.16	✓ 390.85
Crummell	✓ 520	✓ 567.5	✓ 116542.19	✓ 293.55	✓ 520	✓ 554.1	✓ 4200526.09	✓ 358.66	✓ 510	✓ 466.6	✓ 831.81	-	✓ 831.81	✓ 203622.44	✓ 204454.25	✓ 438.18
Emery	✓ 520	✓ 794.2	✓ 1144409.31	✓ 246.34	✓ 520	✓ 748.9	✓ 1219581.50	✓ 293.21	✓ 510	✓ 680.4	✓ 248.98	✓ 30478.23	✓ 30722.21	✓ 268034.34	✓ 248163.55	✓ 434.10
Keene	✓ 710	✓ 889.4	✓ 1333301.75	✓ 262.61	✓ 680	✓ 926.3	✓ 1227509.99	✓ 249.59	✓ 600	✓ 845.3	✓ 1010.79	-	✓ 1010.79	✓ 318782.83	✓ 319793.62	✓ 378.22
Langdon	✓ 748	✓ 804.6	✓ 1231549.68	✓ 286.00	✓ 748	✓ 949.2	✓ 1264725.93	✓ 243.44	✓ 738	✓ 675.2	✓ 193.43	-	✓ 193.43	✓ 319843.87	✓ 320037.30	✓ 473.99
La Salle	✓ 1010	✓ 1075.8	✓ 1333910.36	✓ 310.38	✓ 1010	✓ 1023.4	✓ 1420622.29	✓ 411.80	✓ 990	✓ 1024.5	✓ 306.86	✓ 450.00	✓ 756.86	✓ 460093.89	✓ 460850.75	✓ 447.65
Noyes	✓ 728	✓ 784.5	✓ 1218181.71	✓ 278.12	✓ 728	✓ 819.6	✓ 1280446.57	✓ 342.17	✓ 708	✓ 659.1	✓ 800.28	✓ 113.40	✓ 913.68	✓ 258732.73	✓ 259646.41	✓ 393.94
Webb	✓ 836	✓ 945.6	✓ 1244797.49	✓ 258.88	✓ 836	✓ 934.0	✓ 1254554.44	✓ 362.85	✓ 1056	✓ 988.8	✓ 768.68	-	✓ 768.68	✓ 401763.52	✓ 402532.20	✓ 407.09
Wheatley	✓ 640	✓ 714.0	✓ 1192065.58	✓ 269.00	✓ 640	✓ 765.0	✓ 1262432.57	✓ 343.05	✓ 1146	✓ 894.9	✓ 653.81	✓ 7297.93	✓ 7951.74	✓ 352524.32	✓ 360478.06	✓ 402.81
Woodridge	✓ 460	✓ 570.8	✓ 184536.46	✓ 323.22	✓ 520	✓ 504.8	✓ 1222134.18	✓ 373.46	✓ 570	✓ 601.0	✓ 280.94	-	✓ 280.94	✓ 245545.95	✓ 245824.94	✓ 404.99
Young	✓ 470	✓ 1428.1	✓ 1347445.39	✓ 278.49	✓ 470	✓ 1413.3	✓ 148399.53	✓ 327.88	✓ 900	✓ 1523.9	✓ 2352.65	✓ 157.85	✓ 2510.50	✓ 496663.60	✓ 499174.10	✓ 322.56
	✓ 9550	✓ 11106.7	✓ 3093137.94	✓ 278.49	✓ 9640	✓ 11542.9	✓ 3852461.88	✓ 353.75	✓ 11022	✓ 11647.1	✓ 11158.06	✓ 38497.41	✓ 49655.47	✓ 4531376.16	✓ 4581031.63	✓ 393.32
Backus	✓ 919	✓ 743.1	✓ 209514.50	✓ 264.18	✓ 919	✓ 1241.8	✓ 1584041.25	✓ 452.11	✓ 919	✓ 929.9	✓ 964.30	-	✓ 964.30	✓ 661050.31	✓ 662014.61	✓ 604.38
Browne	✓ 1080	✓ 1236.6	✓ 1538112.06	✓ 435.45	✓ 1080	✓ 1304.3	✓ 1627434.02	✓ 451.43	✓ 1080	✓ 1197.7	✓ 993.48	-	✓ 993.48	✓ 692271.11	✓ 693264.59	✓ 578.83
Langley	✓ 905	✓ 1128.0	✓ 1450789.66	✓ 349.63	✓ 905	✓ 1143.1	✓ 1563401.56	✓ 442.82	✓ 905	✓ 1164.1	✓ 1158.81	✓ 31314.78	✓ 32473.59	✓ 658532.17	✓ 691005.76	✓ 593.60
Taft	✓ 994	✓ 1421.1	✓ 1457480.80	✓ 321.92	✓ 994	✓ 1246.9	✓ 1663212.46	✓ 523.87	✓ 994	✓ 1040.4	✓ 1057.06	-	✓ 1057.06	✓ 615901.74	✓ 616958.80	✓ 593.00
Rabaut	✓ 3898	✓ 4578.8	✓ 1655902.02	✓ 361.65	✓ 3898	✓ 4986.1	✓ 2428589.23	✓ 487.07	✓ 6371	✓ 5832.0	✓ 6011.67	✓ 31314.78	✓ 37326.45	✓ 3263295.67	✓ 33300622.02	✓ 565.85
McKinley	✓ 1787	✓ 1484.7	✓ 1848567.71	✓ 571.54	✓ 1787	✓ 1877.0	✓ 1967379.49	✓ 516.76	✓ 1787	✓ 2358.6	✓ 2197.72	-	✓ 2147.72	✓ 1429409.31	✓ 1431607.03	✓ 606.97
Spingarn	✓ 1620	✓ 1396.4	✓ 1712522.87	✓ 552.08	✓ 1627	✓ 1670.8	✓ 1967372.11	✓ 578.99	✓ 1627	✓ 1552.2	✓ 1194.24	✓ 41944.78	✓ 43189.02	✓ 1111599.49	✓ 1154798.51	✓ 744.00
	✓ 3404	✓ 2881.6	✓ 1621040.68	✓ 562.87	✓ 3414	✓ 3542.8	✓ 1934751.60	✓ 545.34	✓ 3417	✓ 3910.8	✓ 3391.96	✓ 41944.78	✓ 45386.74	✓ 2541008.80	✓ 2586396.54	✓ 661.35
	✓ 540	✓ 525.2	✓ 131642.61	✓ 677.79	✓ 540	✓ 654.8	✓ 252259.66	✓ 937.77	✓ 540	✓ 651.3	✓ 1418.77	✓ 4411.58	✓ 3830.35	✓ 1270005.20	✓ 1279945.71	✓ 196.60

WARD VI

FY 1963

FY 1965

FY 1966

	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs Expenditures	Total ESEA Expenditures	Expenditure General Fund	Total Expenditures	Expenditures Per Pupil
Blair-Brent	✓ 450	✓ 442.4	✓ 154449.64	✓ 349.12	✓ 480	✓ 490.6	✓ 162778.39	✓ 331.80	✓ 480	✓ 440.2	✓ 290.83	✓ 11709.88	✓ 1200.71	✓ 2022.15	✓ 214612.16	✓ 471.53
Blow-Pierce	✓ 520	✓ 741.9	✓ 222442.46	✓ 280.90	✓ 520	✓ 714.4	✓ 216433.65	✓ 301.47	✓ 510	✓ 454.6	✓ 11079	✓ 30958.32	✓ 31675.11	✓ 206670.19	✓ 238345.90	✓ 518.59
Bryan	✓ 838	✓ 825.3	✓ 248685.84	✓ 301.33	✓ 838	✓ 878.6	✓ 285166.29	✓ 324.57	✓ 828	✓ 850.9	✓ 5448	✓ 23458.69	✓ 24003.17	✓ 346134.81	✓ 370139.48	✓ 435.00
Buchanan	✓ 640	✓ 599.8	✓ 208498.08	✓ 347.61	✓ 640	✓ 554.5	✓ 234799.26	✓ 364.86	✓ 630	✓ 614.1	✓ 315.84	✓ 8974.11	✓ 92444.43	✓ 263941.16	✓ 273291.09	✓ 405.42
Edmonds-Peabody	✓ 686	✓ 734.2	✓ 205555.05	✓ 278.04	✓ 680	✓ 744.4	✓ 241385.35	✓ 322.16	✓ 660	✓ 522.6	✓ 251.40	✓ 7274.20	✓ 152566	✓ 320985.81	✓ 328511.47	✓ 628.61
Giddings	✓ 617	✓ 604.1	✓ 237145.76	✓ 395.26	✓ 676	✓ 613.4	✓ 228711.91	✓ 364.46	✓ 600	✓ 413.8	✓ 220.31	✓ 9712.35	✓ 993266	✓ 225825.67	✓ 235759.33	✓ 447.59
Goding	✓ 986	✓ 1048.0	✓ 279871.00	✓ 267.05	✓ 986	✓ 1018.8	✓ 332436.52	✓ 326.30	✓ 966	✓ 940.1	✓ 246.77	✓ 21870.71	✓ 22117.48	✓ 384063.54	✓ 406181.02	✓ 432.06
Hayes-Ludlow	✓ 520	✓ 414.2	✓ 141433.89	✓ 237.39	✓ 520	✓ 448.3	✓ 170881.66	✓ 244.95	✓ 510	✓ 423.5	✓ 688.49	✓ 14641.04	✓ 15304.53	✓ 191212.46	✓ 206522.49	✓ 487.66
Kingsman	✓ 796	✓ 969.6	✓ 261445.74	✓ 269.69	✓ 796	✓ 949.2	✓ 284488.65	✓ 290.12	✓ 786	✓ 115.1	✓ -	✓ -	✓ -	✓ 247724.73	✓ 247722.73	✓ 416.33
Lenox & Annex	✓ 538	✓ 433.7	✓ 206443.38	✓ 281.44	✓ 538	✓ 707.4	✓ 244454.62	✓ 345.32	✓ 528	✓ 522.4	✓ 674.56	✓ 19458.78	✓ 20138.14	✓ 237453.14	✓ 257591.28	✓ 483.38
Logan	✓ 650	✓ 930.0	✓ 253532.75	✓ 272.62	✓ 650	✓ 857.2	✓ 293029.60	✓ 341.85	✓ 600	✓ 755.5	✓ 252.78	✓ 42364.24	✓ 42022.02	✓ 210894.23	✓ 235321.25	✓ 462.93
Lovejoy	✓ 680	✓ 828.2	✓ 226146.55	✓ 273.06	✓ 680	✓ 806.2	✓ 260404.93	✓ 322.00	✓ 660	✓ 597.7	✓ 350.66	✓ 18041.06	✓ 18391.72	✓ 263724.65	✓ 282110.37	✓ 470.82
Madison-Taylor	✓ 480	✓ 556.4	✓ 161586.46	✓ 290.42	✓ 480	✓ 628.1	✓ 194548.76	✓ 317.70	✓ 480	✓ 541.0	✓ 617.96	✓ 18922.53	✓ 19540.49	✓ 210721.37	✓ 230511.86	✓ 425.72
Mauzy	✓ 508	✓ 764.3	✓ 141415.98	✓ 250.45	✓ 508	✓ 820.2	✓ 250015.91	✓ 304.82	✓ 498	✓ 541.7	✓ 834.37	✓ 16342.00	✓ 17236.37	✓ 207334.35	✓ 224570.72	✓ 414.57
Miner	✓ 1016	✓ 1025.1	✓ 252164.43	✓ 248.99	✓ 1016	✓ 1128.6	✓ 324455.87	✓ 241.92	✓ 996	✓ 943.5	✓ 1115.01	✓ 10379.26	✓ 11494.27	✓ 367400.81	✓ 378895.08	✓ 401.58
Payne	✓ 688	✓ 830.9	✓ 227271.12	✓ 328.28	✓ 688	✓ 871.9	✓ 223508.51	✓ 371.04	✓ 678	✓ 833.8	✓ 310.58	✓ -	✓ 310.58	✓ 331902.37	✓ 332212.95	✓ 398.44
Tyler	✓ 722	✓ 864.5	✓ 222293.47	✓ 258.20	✓ 692	✓ 749.1	✓ 259418.83	✓ 325.67	✓ 1182	✓ 955.0	✓ 1045.27	✓ 26084.23	✓ 28024.60	✓ 366890.04	✓ 394919.64	✓ 413.53
Van Ness	✓ 860	✓ 962.1	✓ 237376.03	✓ 246.73	✓ 860	✓ 1011.1	✓ 293639.45	✓ 240.42	✓ 840	✓ 884.0	✓ 454.32	✓ 15807.12	✓ 16261.44	✓ 321144.48	✓ 337405.92	✓ 381.68
Watkins	✓ 938	✓ 1035.0	✓ 231836.04	✓ 224.00	✓ 938	✓ 1095.3	✓ 316319.55	✓ 288.80	✓ 918	✓ 1172.0	✓ 908.89	✓ 14850.53	✓ 15819.42	✓ 396821.03	✓ 412640.45	✓ 352.08
Wilson, J. O.	✓ 926	✓ 970.3	✓ 255967.86	✓ 263.80	✓ 926	✓ 1001.5	✓ 324120.37	✓ 323.63	✓ 906	✓ 805.3	✓ 306.37	✓ 44612.61	✓ 44918.98	✓ 354102.56	✓ 399021.54	✓ 461.14
Gibbs	✓ 14093	✓ 15936.3	✓ 4472208.08	✓ 280.63	✓ 14112	✓ 16327.3	✓ 5267998.58	✓ 322.65	✓ 15462	✓ 15141.3	✓ 13061.44	✓ 356530.69	✓ 369592.13	✓ 6172281.61	✓ 6541873.74	✓ 432.05
Elliot	✓ 758	✓ 1271.8	✓ 436340.80	✓ 343.73	✓ 1212	✓ 1218.6	✓ 572636.89	✓ 449.41	✓ 1212	✓ 1236.8	✓ 1073.44	✓ 35439.21	✓ 36512.65	✓ 716412.90	✓ 752925.55	✓ 608.77
Hine	✓ 794	✓ 1125.3	✓ 4459183.99	✓ 404.05	✓ 794	✓ 934.1	✓ 476040.50	✓ 504.62	✓ 794	✓ 948.0	✓ 203.94	✓ -	✓ 203.94	✓ 610373.58	✓ 610577.52	✓ 611.80
Stuart	✓ 783	✓ 972.0	✓ 465790.06	✓ 415.34	✓ 783	✓ 968.2	✓ 468385.17	✓ 483.77	✓ 783	✓ 882.5	✓ 554.13	✓ 39144.47	✓ 39698.60	✓ 547843.10	✓ 587154.70	✓ 665.77
Eastern	✓ 2335	✓ 3374.1	✓ 1301364.85	✓ 385.69	✓ 2789	✓ 3120.9	✓ 1517062.56	✓ 486.10	✓ 2789	✓ 3117.3	✓ 1831.51	✓ 74583.68	✓ 76415.19	✓ 1874629.58	✓ 1951044.27	✓ 625.88
Chamberlain	✓ 2327	✓ 1939.4	✓ 868212.73	✓ 472.01	✓ 2327	✓ 2418.6	✓ 1113226.13	✓ 460.78	✓ 2327	✓ 2254.9	✓ 1563.09	✓ 388336.45	✓ 349794.54	✓ 1425649.60	✓ 1465549.14	✓ 622.84
	✓ 540	✓ 444.3	✓ 319804.41	✓ 640.51	✓ 540	✓ 514.8	✓ 379438.11	✓ 738.03	✓ 540	✓ 513.0	✓ 1322.12	✓ 4308.00	✓ 2220.73	✓ 446775.94	✓ 501410.72	✓ 917.42

WARD VII

FY 1963

FY 1965

FY 1968

ELEMENTARY SCHOOLS

ELEMENTARY SCHOOLS																			
	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs Expenditures	Total ESEA Expenditures	Expenditures General Fund	Total Expenditures	Expenditures Per Pupil			
Aiton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Beers	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Bennig	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Davis	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Drew	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Burrville	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Harris	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Houston	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Kenilworth	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Kimball	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Nalle	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Orr-Randle Highlands	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Plummer	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Richardson	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
River Terrace	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Shadd	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Smothers-Carver	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Stanton	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Thomas	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Merritt	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	16850	✓	16324.7	4608709.38	28232	✓	17332	16740.0	5726005.31	342.06	✓	17424	19149.8	162276.26	135732.83	152009.99	7175713.78	7327722.87	382.65

JUNIOR HIGH SCHOOLS

Miller	1151	✓	1413.9	✓	2590808.95	✓	417.96	✓	1151	✓	1207.2	✓	718443.48	✓	545.56	✓	1151	✓	1067.2	✓	36650	✓	16557.51	✓	1692401	✓	690618.76	✓	707542.77	✓	662.99
Sousa	1644	✓	14056	✓	578159.85	✓	368.64	✓	1044	✓	1254.9	✓	57677512	✓	459.62	✓	1044	✓	1225.4	✓	100.92	✓	-	✓	700.92	✓	668181.33	✓	668882.25	✓	545.85
Woodson	1130	✓	1682.4	✓	636958.77	✓	378.66	✓	1130	✓	1251.9	✓	662724.79	✓	481.45	✓	1130	✓	1026.1	✓	915.32	✓	-	✓	915.32	✓	604266.09	✓	605176.47	✓	542.07
Evans									894	✓	875.1	✓	470608.95	✓	537.78	✓	894	✓	872.0	✓	473.19	✓	32139.91	✓	32613.10	✓	52730550	✓	579918.60	✓	605.04
Roper	3325		4501.9	1745922.51	387.82		4219	4589.1	2369072.24	51.24		5717	5500.5	3897.18	83159.67	87056.83	3248922.23	3335549.08							606.41						588.20

WARD VIII

FY 1963

FY 1965

FY 1968

ELEMENTARY SCHOOLS

ELEMENTARY SCHOOLS																															
	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs	Expenditures Total ESEA	Expenditures General Fund	Total Expenditures	Average Expenditures Per Pupil															
Birney	920	✓	9646	✓	28000042	✓	29029	✓	920	✓	10678	✓	33868358	✓	31718	✓	900	✓	1091.9	✓	90206	✓	29019.04	✓	29721.10	✓	406541.73	✓	436262.83	✓	399.54
Congress Heights	438	✓	5434	✓	168443.77	✓	28471	✓	480	✓	697.0	✓	20715708	✓	29721	✓	480	✓	901.2	✓	46558	✓	-	✓	46558	✓	289582.92	✓	29004850	✓	321.85
Draپر	938	✓	4243	✓	248519.67	✓	26887	✓	938	✓	11546	✓	312479.51	✓	270.64	✓	918	✓	1394.0	✓	2170.46	✓	1922650	✓	2139696	✓	463772.07	✓	485169.03	✓	349.04
Garfield	808	✓	4141	✓	239792.42	✓	26233	✓	700	✓	970.9	✓	275302.25	✓	283.88	✓	780	✓	1067.6	✓	1240.81	✓	-	✓	1240.81	✓	348981.79	✓	350222.60	✓	328.05
Hendley	848	✓	891.3	✓	227646.72	✓	253.46	✓	948	✓	1689.5	✓	300725.09	✓	275.99	✓	1056	✓	1527.2	✓	677.17	✓	13751.73	✓	1442890	✓	469896.45	✓	48432535	✓	317.13
Ketcham	560	✓	612.4	✓	177575.31	✓	28497	✓	560	✓	767.0	✓	2227900.14	✓	297.13	✓	540	✓	917.4	✓	645.45	✓	10500.24	✓	11145.69	✓	348211.54	✓	3593572.25	✓	391.71
Moten	968	✓	1014.7	✓	277729.79	✓	273.71	✓	968	✓	1091.4	✓	343181.91	✓	314.44	✓	948	✓	1434.9	✓	2702.46	✓	9265.31	✓	1196277	✓	479929.09	✓	491896.86	✓	342.81
Patterson	1090	✓	1054.7	✓	281336.91	✓	26675	✓	1090	✓	1020.4	✓	325028.46	✓	319.63	✓	1050	✓	1292.0	✓	371.89	✓	102.30	✓	504.19	✓	478197.29	✓	478701.48	✓	370.51
Simon	980	✓	1031.9	✓	259550.77	✓	251.62	✓	980	✓	1204.0	✓	323396.32	✓	269.60	✓	960	✓	1196.8	✓	152538	✓	118.09	✓	164347	✓	402524.04	✓	404162.51	✓	332.71
Turner	740	✓	833.3	✓	218991.84	✓	262.68	✓	740	✓	1015.4	✓	334631.87	✓	329.56	✓	720	✓	943.6	✓	1431.16	✓	11765.52	✓	1319668	✓	347323.37	✓	300520.05	✓	382.07
Green	480	✓	592.6	✓	103662.97	✓	276.18	✓	1116	✓	850.1	✓	21982.60	✓	25.86	✓	1166	✓	1360.1	✓	1917.40	✓	833.50	✓	2750.90	✓	452217.99	✓	454968.89	✓	334.51
Nichols Avenue	480	✓	592.6	✓	103662.97	✓	276.18	✓	480	✓	651.0	✓	216428.91	✓	332.46	✓	480	✓	731.2	✓	25556	✓	10155.30	✓	10410.86	✓	241122.68	✓	251533.59	✓	344.00
McGogney	8804	✓	14273	✓	2543804.09	✓	269.83	✓	9920	✓	11579.4	✓	322694822	✓	278.68	✓	11054	✓	15210.6	✓	16089.87	✓	121373.55	✓	1377463.44	✓	5123684.55	✓	55261148.27	✓	345.89

JUNIOR HIGH SCHOOLS

Douglas	937	✓	11075	✓	476650.44	✓	436.38	✓	937	✓	1085.5	✓	55014853	✓	506.82	✓	937	✓	1244.9	✓	1182.57	✓	25705.21	✓	26887.78	✓	78677662	✓	81366440	✓	653.60
Hart	969	✓	11513	✓	463709.84	✓	402.77	✓	969	✓	1391.1	✓	59181053	✓	425.43	✓	969	✓	1659.3	✓	1681.46	✓	-	✓	1681.46	✓	898488.16	✓	900170.62	✓	542.50
Kramer	951	✓	11398	✓	465349.21	✓	408.27	✓	951	✓	1159.2	✓	55364930	✓	477.61	✓	951	✓	1188.7	✓	1140.13	✓	-	✓	1140.13	✓	656467.77	✓	657607.84	✓	553.22
	2857	✓	3398.6	✓	1405709.54	✓	413.61	✓	2757	✓	3635.8	✓	169560836	✓	466.36	✓	2857	✓	4092.9	✓	4604.16	✓	25705.21	✓	29709.37	✓	2341733.99	✓	2371442.86	✓	579.40

SENIOR HIGH SCHOOLS

Anacostia	1369	✓	11036	✓	589607.77	✓	534.26	✓	1369	✓	1380.4	✓	735522328	✓	532.88	✓	1369	✓	1484.7	✓	1391.92	✓	-	✓	1391.92	✓	982252.72	✓	98364464	✓	662.52
Ballou	1187	✓	10351	✓	554734.05	✓	540.76	✓	1187	✓	1265.3	✓	66805534	✓	527.98	✓	1187	✓	1463.2	✓	1553.91	✓	-	✓	1553.91	✓	912142.52	✓	913696.45	✓	624.86
	2556	✓	2138.7	✓	1149341.82	✓	637.40	✓	2556	✓	2645.7	✓	1403578.62	✓	530.51	✓	2556	✓	2147.9	✓	2945.83	✓	-	✓	2945.83	✓	1894395.24	✓	18972341.07	✓	643.62

FY 1963

FY 1965

FY 1968

SENIOR HIGH

	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs	Expenditures Total ESEA	Expenditures General Fund	Total Expenditures	Average Expenditures Per Pupil
--	-------------------	-----	---------------------------	--------------	-------------------	-----	---------------------------	--------------	-------------------	-----	---------------	-----------------------	-------------------------	---------------------------	--------------------	--------------------------------

WARD I

WARD II

WARD III

WARD IV

WARD V

WARD VI

WARD VII

WARD VIII

WARD IX

WARD X

WARD XI

WARD XII

WARD XIII

WARD XIV

WARD XV

WARD XVI

WARD XVII

WARD XVIII

WARD XIX

WARD XX

WARD XXI

WARD XXII

WARD XXIII

WARD XXIV

WARD XXV

WARD XXVI

WARD XXVII

WARD XXVIII

WARD XXIX

WARD XXX

WARD XXXI

WARD XXXII

WARD XXXIII

WARD XXXIV

WARD XXXV

WARD XXXVI

WARD XXXVII

WARD XXXVIII

WARD XXXIX

1786	11221	1746600.06	665.34	1780	1607.4	964196.16	59985	1786	1560.9	2562.92	1585734	18420.46	1177017.14	1195437.60	76586
1258	928.5	547539.74	589.70	1258	1314.7	789902.28	600.82	1258	1232.2	523.07	26891.7	274147.8	899934.28	922368.06	74855
2795	2384.0	1262823.17	529.70	2795	2571.8	1535962.00	597.23	2795	3005.2	226.89	10392.98	1266287	1932329.78	194432.85	64721
3024	2313.6	1420317.05	613.90	3024	2963.4	1644122.41	554.81	3024	2976.6	2054.72	53159.07	5521379	1944008.86	1995297.64	67033
3407	2881.6	1621090.58	562.57	3414	3547.8	1934757.60	545.34	3414	3910.8	3391.92	4194478	45386.74	541006.50	5586395.54	66135
2327	1829.4	868212.73	472.01	2327	2418.6	113226.13	460.28	2327	2354.9	1563.09	3833646	3989934	1425649.60	465549.14	62234
2556	2138.7	1149341.82	537.40	2556	2645.7	1403578.62	530.51	2556	2947.9	2945.83	-	2945.83	1594385.24	1892341.04	643.62
17147	1360797	615925.5	559.67	17154	170694	9385739.20	549.86	17154	17988.5	15311.48	186632.53	201944.01	11805432.89	12207374.90	66750
546	376.9	324546.46	861.09	540	409.8	444478.52	1011.42	540	424.8	600.19	3669.02	4269.21	490223.72	4944292.95	110359
546	596.6	398696.56	668.28	540	526.4	525679.02	989.13	540	556.8	265.33	4723.40	4988.73	5766023.2	581591.05	104452
468	409.0	232436.71	568.30	468	501.1	2317490.12	633.59	468	506.8	229.10	4193.64	4422.74	3977229.76	40215250	72357
540	585.2	396642.61	677.79	540	659.8	552759.06	837.79	540	651.3	148.97	4411.08	5830.35	7273065.36	727895.71	1963.60
540	499.3	319804.47	640.57	540	514.8	379938.11	738.03	540	513.6	1332.13	4308.60	5646.73	495705.99	501416.72	977.42
2628	2467.0	1672126.81	677.80	2628	2611.9	2185344.87	836.69	2628	3845.2	21306.24	-	25151.76	3233197.16	3258348.91	122831
1559	2287.5	868720.60	379.77	1559	2307.2	1137524.07	493.03	3057	2828.8	7424.45	71128.83	78553.28	1838230.84	1916784.12	677.60
3978	3869.9	1832724.66	473.58	3978	4314.6	2293601.10	531.59	3978	3857.1	3026.30	105916.16	10894446	2526201.74	2635146.26	683.19
2767	3113.9	1286389.07	413.11	2767	3093.2	1559721.06	504.24	2767	2819.6	2039.48	24866.54	2690692	1787308.20	1784214.22	63279
2108	3067.9	1042022.65	339.67	2108	2626.5	1183163.91	451.64	2108	2156.2	473.55	178.50	652.05	1229436.52	1230086.59	570.49
3848	4578.8	1655902.02	361.65	3848	4986.1	2426589.23	487.07	3371	5832.6	6011.67	3131478	37326.45	3263295.57	3300622.02	565.95
2335	3374.1	1301364.85	385.69	2789	3120.9	1517062.58	486.10	2789	3117.3	1831.57	74583.68	76415.19	1874629.58	1957044.77	62558
3325	4501.9	1745927.57	387.82	4219	4534.1	2369072.24	516.24	5717	5500.5	3897.18	82159.67	87052.85	2484922333	35549.08	606.41
2857	3398.6	1405709.54	413.61	2857	3635.8	1695608.36	460.36	2857	4092.9	4004.16	25705.21	2970633	234713349	2371442.86	578.40
22827	28192.6	113881096	395.10	24175	28672.2	41418732.53	494.70	28644	30204.4	28710.30	416853.37	445563.67	18079328.19	18524897.86	61332
8514	10223.1	2759253.04	268.59	9596	10397.8	3612944.39	34747	9804	10262.8	10677.45	11925941	129936.86	4308324.93	4438266.79	43246
10192	10190.0	3189476.74	313.06	10742	10602.5	3846380.86	362.78	10542	9022.3	7005.78	227269.93	234275.71	4071964.63	43306240.34	477.29
4986	3631.5	1313026.17	361.57	4980	3593.9	1548017.39	430.73	4980	4400.5	11865.86	19367.05	31222.91	21042867.27	21074080.18	471.33
7442	8564.6	2456204.41	286.62	7722	9162.9	3054957.03	33341	8448	9606.1	8775.28	246.22	9023.56	3760046.80	37690703.6	392.86
9550	11104.7	5693137.74	273.49	7640	11544.9	2802461.82	333.75	11022	11647.1	11158.06	3849741	49665374	4531376.16	4581031.63	333.32
14083	15936.3	4472204.04	340.63	17114	16337.3	5267998.58	322.65	15462	15141.3	13061.44	352530.69	369592.13	6172281.61	6541373.74	432.05
15850	16324.7	7602704.34	222.52	17332	16748.0	5726006.31	342.06	17424	19149.8	16276.26	135732.83	152009.09	7175713.78	7327722.87	382.45
8804	1422.2	2543804.03	267.83	1710	11579.4	3226148.28	278.68	11054	15210.6	16089.87	121373.55	10746.22	5122684.25	5241148.27	345.89
79415	83459.2	24435824.86	285.94	84038	87946.7	3613573.72	33504	88736	94440.5	94910.00	1018268.09	111317.09	87186265.03	8829434.12	405.34

MODEL SCHOOL DIVISION

FY 1963

FY 1965

FY 1968

	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	Expenditures General Fund	Expenditures	Building Capacity	ADM	ESEA Title II	ESEA Special Programs	Expenditures Total ESEA	Expenditures General Fund	Total Expenditures	Average Expenditures Per Pupil
SENIOR HIGH																
0400020																
UNION H.S.																
BAUERER																
JANET-PATEMAN																
NICOLN																
SHAW																
TOTAL-UN. HIGH																
Elementary																
BAUEROT																
BRUCE																
BUNDY																
CLEVELAND																
COOKE, H.D.																
GARRISON																
GRIMKE																
HARRISON																
MEYER																
MONROE																
MONTGOMERY-MOORE																
PARK VIEW																
RAYMOND																
TOTAL-Elementary																

D.C. Testing
Q-1

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF PUPIL PERSONNEL SERVICES
ADMINISTRATION ANNEX NO. 3
16TH AND Q STREETS, S. E.
WASHINGTON, D. C. 20020

OFFICE OF THE ASSISTANT SUPERINTENDENT

November 16, 1965

Mrs. David Carliner
Longworth House Office Building
Washington, D. C.

Dear Mrs. Carliner:

Please find enclosed data representing the test results for the last five years from the regular surveys for the fourth, sixth, ninth and eleventh grades of the District of Columbia Public Schools. Included also is information necessary for interpretation of the data.

If further clarification is needed, please call Mrs. Rosa M. Hueston, School Psychologist, 629-3371 or Sterling 3-6111, Extention 345.

Very truly yours,

Aileen H. Davis
Aileen H. Davis *for R.M.H.*
Assistant Superintendent

Enclosures

AHD/fs

DEPARTMENT OF PUPIL PERSONNEL SERVICES

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

The data herein submitted are the results of the mandatory city-wide testing surveys for the fourth, sixth and ninth grades for the years 1960-1965, and the results for the eleventh grade for 1963-65. Prior to the school year 1963, the eleventh grades were not included in the city-wide testing program. ⁶⁴

Test results are reported in terms of the converted scores advocated by the test publishers. These scores are grade equivalents for the fourth and sixth grades, percentiles for the ninth grade from 1960 to 1963, percentile bands for the ninth grade 1963-65, and for the eleventh grades 1963-65.

A grade equivalent is the grade level for which a given score is the estimated average.

A percentile is a point (score) in a distribution below which falls the per cent of cases indicated by the given percentile. Thus the 15th percentile denotes the score or point below which 15 per cent of the scores fall. "Percentile" has nothing to do with the per cent of correct answers an examinee has on a test.

A percentile band is a range of percentile ranks within which the student's "true" score will probably lie. "A percentile band (technically called 'a confidence interval') is a safeguard against interpreting a score as more precise than it really is." (1)

The elementary school results for grades four and six, are reported by "Modal-Age" grade equivalent norms. These are the median levels obtained by the local population matching the national norming population in terms of age-grade limits. The chronological age bracket for the fourth grade is from 8 years, 10 months to 10 years, three months; the range for the sixth grade is from 10 years, 10 months, to 12 years, 3 months.

This identification procedure, however, does not apply to the sixth-grade results for the school year 1964-65. The Stanford Achievement Tests were used and no such statistical interpretations are provided with the norms of the 1964 revisions of the tests.

(1) "Manual for Interpreting Scores, Reading." Educational Testing Service, Princeton, N. J., page 11

DEPARTMENT OF PUPIL PERSONNEL SERVICES

STANDARD WIDE TESTING PROGRAM

The data herein submitted are the results of the mandatory city-wide testing surveys for the fourth, sixth and ninth grades for the years 1960-1965, and the results for the eleventh grade for 1963-65. Prior to the school year 1963, the eleventh grades were not included in the city-wide testing program.

For each grade, the scores are reported in terms of the estimated average, the fourth and sixth grades, percentiles for the ninth grade from 1960 to 1963, percentile bands for the ninth grade 1963-65, and for the eleventh grade 1963-65.

A grade equivalent is the grade level for which a given score is the estimated average.

A percentile is a point (score) in a distribution below which falls the per cent of cases indicated by the given percentile. Thus the 15th percentile denotes the score or point below which 15 per cent of the scores fall. "Percentile" has nothing to do with the per cent of correct answers an examinee has on a test.

A percentile band is a range of percentile ranks within which the student's "true" score will probably lie. "A percentile band (technically called a confidence interval) is a safeguard against interpreting a score as more precise than it really is." (1)

The elementary school results for grades four and six, are reported by "Model-Age" grade equivalent norms. These are the median levels obtained by the local population matching the national norming population in terms of age-grade limits. The chronological age bracket for the fourth grade is from 8 years, 10 months to 10 years, three months; the range for the sixth grade is from 10 years, 10 months, to 12 years, 3 months.

This identification procedure, however, does not apply to the tests used and no such statistical interpretations are provided with the norms of the 1964 revisions of the tests.

National medians are levels obtained by the standardization populations and are used as national norms.

No national norms are listed for comparisons with the levels obtained by the Special Academic Curriculum classes. Such comparisons are untenable in the light of the specific sample involved. Evaluations of achievement for students in Special Academic classes serve to identify strengths and weaknesses for the purposes of guidance direction in teaching.

? why

GRADE 9, 1960-61

What is the difference in these tracks?

Iowa Tests of Educational Development, X-3S	Nat'l.	Local	Median	Percentiles	
	Median	Tr. 1	Tr. 2	Tr. 3	
	Percentile	Honors	Regular	Basic II	City
Quantitative Thinking	50	96	44	31	44
Reading - Literature	50	96	60	31	60
General Vocabulary	50	96	53	24	47

GRADE 9, 1960-61, BASIC I TRACK

Stanford Achievement Tests, Intermediate	Local Median Gr.Eq.
Paragraph Meaning	4.3
Word Meaning	4.7
Arith. Reasoning	4.8
Arith. Computation	5.1
(No I.Q. Test)	

GRADE 9, 1961-62

Iowa Tests of Educational Development, X-3S	Nat'l.	Local	Median	Percentiles
	Median			
	Percentile	Honors	General	Combined
Quantitative Thinking	50	94	44	52
Reading - Literature	50	96	54	60
General Vocabulary	50	96	53	53

GRADE 9, 1961-62, BASIC TRACK

Stanford Achievement Tests, Intermediate	Local Median Gr.Eq.
Paragraph Meaning	5.4
Word Meaning	5.5
Arith. Reasoning	5.5
Arith. Computation	5.8
Median I.Q. - 72	

GRADE 9, 1962-63

Iowa Tests of Educational Development, X-3S	Nat'l. Median Percentile	Local	Median	Percentiles
		Tr. 1 Honors	Tr. 2 General	Combined
Quantitative Thinking	50	92	44	44
Reading - Literature	50	94	54	54
General Vocabulary	50	94	47	47

GRADE 9, 1962-63 - BASIC TRACK

Stanford Achievement Tests, Intermediate	Local Median Gr.Eq.
Paragraph Meaning	5.4
Word Meaning	5.5
Arith. Reasoning	5.5
Arith. Computation	5.7
Median I.Q. - 74	

GRADE 9, 1963-64

Sequential Tests of Educational Progress Form 3B	Nat'l. Median Percentile Bands	Local	Median	Percentile	Bands
		Honors	General	Combined	
Mathematics	36 - 59	86 - 95	27 - 47	30 - 53	
Reading	43 - 61	87 - 98	35 - 53	37 - 58	

GRADE 9, 1963-64, BASIC TRACK

Stanford Achievement Tests, Intermediate	Local Median Gr.Eq.
Paragraph Meaning	4.7
Word Meaning	5.0
Arith. Reasoning	5.1
Arith. Computation	5.1
Median I.Q. - 72	

GRADE 9, 1964-65

Sequential Tests of Educational Progress, 3B	Nat'l. Median Percentile Bands	Local Track 1	Median Track 2	Percentile Combined	Bands
Mathematics	36 - 59	86 - 95	27 - 47	30 - 53	
Reading	43 - 61	87 - 98	35 - 53	37 - 58	

GRADE 9, 1964-65 - Special Academic Curriculum

Stanford Achievement Tests, Intermediate II	Local Median Gr. Eq.
Paragraph Meaning	4.2
Word Meaning	4.1
Arith. Computation	4.8
Arith. Application	4.4
Arith. Concepts	4.9
Median I.Q. - 69	

9:00 a.m.

David Allen and
rest of crew
Phillips and
Lead Navigation

Sara Ann Baker
"Elizabeth Baker"
Diagnoses and
John Lee Weaver
Board of School
Directors

Boy Scout 1st
Assistant Scout
Master
Schoolroom
gram"

Dismiss

10:15 a.m.

Coffee Break
"Ship and Dis-
cord"

Coffee Break
Small group Dis-
cussion

Coffee Break
Discussion & Dis-
cussion and small
group discussion

Coffee Break
Richard
Spec. 2-1-1
1:30-1:45

11:30 a.m.

Dismiss

Dismiss

Dismiss

Dismiss

1:00 p.m.

Conference begins
Registration and
the presentation

John Baker
"Ship and Dis-
cord"

Willie Wolf & Mary
Ann Wolf "The
Ship and Dis-
cord"

Lydia Baker
"Mendacity" Spe-
cial presentation &
Provisional

Dismiss

2:30 p.m.

Coffee Break

Coffee Break

Coffee Break

Dismiss

3:00 p.m.

Small group with
focus on ship-
board and dis-
cord

Discussion & dis-
cussion with
small group discussion

Discussion
Small group
focus on ship-
board and dis-
cord

Small group
focus on ship-
board and dis-
cord

Dismiss

4:30 p.m.

Dismiss

Dismiss

Dismiss

Dismiss

7:00 p.m.

Small group with
focus on ship-
board and dis-
cord

Small group

Small group

Informal group
discussion at
Mober Lodge, Mrs
Archer

9:00 p.m.

Dismiss

Hugelson - Education

3.9

Integrated Education
Aug. Sept. 1967

THE WASHINGTON, D.C.
SCHOOL CASE

Document

46

On January 13, 1966, Julius Hobson filed suit against District of Columbia School Superintendent Carl F. Hansen and the school board. He charged, variously, that the school system was unconstitutionally discriminating on de jure and de facto grounds; and that the board was positively obliged under the constitutional doctrine of equal protection of the laws to remedy the discrimination. On June 19, 1967, the U.S. District Court for the District of Columbia rendered its decision. J. Skelly Wright, U.S. Circuit Judge, wrote the opinion in *Hobson v. Hansen*, Civil Action No. 82-66. Following are extracts from the full opinion except for the material under the heading "Opinion of the Law," which was written by the editor.

FINDINGS OF FACT

In *Bolling v. Sharpe*, 347 U.S. 497 (1954), the Supreme Court held that the District of Columbia's racially segregated public school system violated the due process clause of the Fifth Amendment. The present litigation, brought in behalf of Negro as well as poor children generally in the District's public schools, tests the current compliance of those schools *Bolling*, its companion case, *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954), and their progeny. The basic question presented is whether the defendants, the Superintendent of Schools and the members of the board of education, in the operation of the public school system here, unconstitutionally deprive the District's Negro and poor public school children of their right to equal educational opportunity with the District's white and more affluent public school children. This court concludes that they do.

In support of this conclusion the court makes the following principal findings of fact:

1. Racially and socially homogeneous schools damage the minds and spirit of all children who attend them — the Negro, the white, the poor and the affluent — and block the attainment of the broader goals of democratic education, whether

the segregation occurs by law or by fact.

2. The scholastic achievement of the disadvantaged child, Negro and white, is strongly related to the racial and socio-economic composition of the student body of his school. A racially and socially integrated school environment increases the scholastic achievement of the disadvantaged child of whatever race.

3. The board of education, which is the statutory head of the public schools in the District, is appointed pursuant to a quota system which, until 1962, for over half a century had limited the Negro membership of the nine-man board to three. Since 1962 the Negro quota on the board has been four, one less than a majority. The city of Washington, which is the District of Columbia, presently has a population over 60% Negro and a public school population over 90% Negro.

4. Adherence to the neighborhood school policy by the school board effectively segregates the Negro and the poor children from the white and more affluent children in most of the District's public schools. This neighborhood school policy is relaxed by the board through the use of optional zones for the purpose of allowing white children, usually affluent white children, "trapped" in

a Negro school district, to "escape" to a "white" or more nearly white school, thus making the economic and racial segregation of the public school children more complete than it would otherwise be under a strict neighborhood school assignment plan.

5. The teachers and principals in the public schools are assigned so that generally the race of the faculty is the same as the race of the children. Thus most of the schools can be identified as "Negro" or "white," not only by reference to the predominant race of the children attending, but by the predominant race of the faculty as well. The heaviest concentration of Negro faculty, usually 100%, is in the Negro ghetto schools.

6. The median annual per pupil expenditure (\$292) in the predominantly (85-100%) Negro elementary schools in the District of Columbia has been a flat \$100 below the median annual per pupil expenditure for its predominantly (85-100%) white schools (\$392).

7. Generally the "white" schools are underpopulated while the "Negro" schools generally are overcrowded. Moreover, all of the white elementary schools have kindergartens. Some Negro schools are without kindergartens entirely while other Negro schools operate kindergartens in shifts or consecutive sessions. In addition to being overcrowded and short on kindergarten space, the

school buildings in the Negro slums are ancient and run down. Only recently, through the use of impact aid and other federal funds, have the Negro slum schools had sufficient textbooks for the children's use.

8. As they proceed through the Washington school system, the reading scores primarily of the Negro and poor children, but not the white and middle class, fall increasingly behind the national norm. By senior high school the discrepancy reaches several grades.

Negro and white children playing innocently together in the schoolyard are the primary liberating promise in a society imprisoned by racial consciousness.

—U.S. Court of Appeals Judge
J. Skelly Wright, *Hobson v. Hansen* (Washington, D. C. school case), June 19, 1967

9. The track system as used in the District's public schools is a form of ability grouping in which students are divided in separate, self-contained curricula or tracks ranging from "Basic" for the slow student to "Honors" for the gifted.

10. The aptitude tests used to assign children to the various tracks are standardized primarily on white middle class children. Since these tests do not relate to the Negro and

disadvantaged child, track assignment based on such tests relegate Negro and disadvantaged children to the lower tracks from which, because of the reduced curricula and the absence of adequate remedial and compensatory education, as well as continued inappropriate testing, the chance of escape is remote.

11. Education in the lower tracks is geared to what Dr. Hansen, the creator of the track system, calls the "blue collar" student. Thus such children, so stigmatized by inappropriate aptitude testing procedures, are denied equal opportunity to obtain the white collar education available to the white and more affluent children.

Other incidental, but highly indicative, findings are as follows: a. The June 1964-December 1965 study by the Office of the Surgeon General, Army, shows that 55.3% of the 18-year-olds from the District of Columbia failed the Army Services mental test, a higher percentage than any of the 50 states. b. The average per pupil expenditure in the District's public schools is only slightly below the national average. The 1964-65 Bureau of the Census Report on Governmental Finances shows, however, that the District of Columbia spends less per capita on education generally than all states except Arkansas and Tennessee.

the cynicism of the power structure which governs the voteless capital of the greatest country on earth.

The Washington [D.C.] school system is designed to destroy the minds of black people. When you turn out high school graduates reading at a 6th grade level, that's no accident. We need to tear down the school system, change it, and then build it up again.

—Rev. James Bevel, May 1, 1967

OPINION OF LAW

The court acknowledged that the school board may have failed to disestablish legal segregation promptly and thoroughly enough after 1954. It held, however, that the plaintiffs failed to prove this; and that it is untimely to try to deal with such a charge so long after the event.

The court declared appropriate a revived "separate-but-equal" principle: "... If whites and Negroes, or rich and poor, are to be consigned to separate schools, pursuant to whatever policy, the minimum the Constitution will require and guarantee is that for their objectively measurable aspects these schools be run on the basis of real equality, at least unless any inequalities are adequately justified" (page 147). Where for any reason schools are segregated, the

least the school board must provide are "materially equal" facilities.

The court declared that optional attendance zones, as applied in the District, produced "de jure constitutional violations" (p. 152). Another instance of de jure segregation cited is teacher segregation: "But if any truth is axiomatic, it is that the Negro students' equal protection rights to an integrated faculty cannot be undermined or thwarted by the racially induced preferences of the teachers, who after all are minor public officials whose actions must therefore pass constitutional muster" (p. 156). Segregation of principals is infected "with the identical unconstitutionality." (p. 158)

The court held that de facto segregation in the District "... redounds to the academic detriment of Negro students and seriously sets back the working out of racial prejudices" (p. 162). This fact, however, was not held to "conclusively determine its unconstitutionality" (p. 162). While de facto segregation is not, as such, unconstitutional, yet its effects must be "carefully scrutinized" for violations of the principle of equal protection for the poor and racial minorities. "What supports this call for close scrutiny, the court explained, are 'our horror at inflicting any further injury on the Negro, the degree to which the poor and the Negro must rely on the public schools

The same report shows that the District of Columbia spends more per capita on police protection than all states without exception. In fact, the District of Columbia spends more than double any state other than Nevada, New York, New Jersey and California. The inferences, including those bearing on the relationship of the quality of education to crime, which arise from these findings are obvious. Indeed, the National Crime Commission's Task Force Report: *Juvenile Delinquency and Youth Crime* indicates that the very deficiencies in the District's public school system noted by the record in this case — prejudging, through inappropriate testing, the learning abilities of the disadvantaged child as inferior to the white middle class child; placing the child in lower tracks for reduced education based on such tests, thus implementing the self-fulfilling prophecy phenomenon inherent in such misjudgments; placing inferior teachers in slum schools; continuing racial and economic segregation of pupils; providing textbooks unrelated to the lives of disadvantaged children; inadequate remedial programs for offsetting initial psychological and social difficulties of the disadvantaged child — all have contributed to the increase in crime, particularly juvenile crime.

In sum, all of the evidence in this case tends to show that the Washington school system is a monument to

in rescuing themselves from their depressed cultural and economic condition, and also our common need for the schools to serve as the public agency for neutralizing and normalizing race relations in this country" (p. 165).

Part of the careful scrutiny involves a search for viable alternatives to harmful de facto practices. The detriment resulting from de facto segregation cannot be justified constitutionally if alternatives to the detrimental condition have not been explored. Remedial alternatives must be sought. The court will consult competent judgment "on whether each specific remedial alternative is circumstantially feasible and within the public interest...." (p. 170)

The track system, holds the court, deprives "the poor and a majority of the Negro students in the District of Columbia of their constitutional right to equal educational opportunities" (p. 170). Children are classified in the tracks not according to ability to learn but according to color and class, factors extraneous to innate ability. The track system thus "amounts to an unlawful discrimination against those students whose educational opportunities are being limited on the erroneous assumption that they are capable of accepting no more" (p. 176).

REMEDY

The remedy to be provided against the discriminatory policies of the defendants' school administration must center primarily on pupil assignment, teacher assignment and the track system. The overcrowding in the Negro schools results from pupil assignment and the difference in the per pupil expenditure results in the main from the assignment of the more highly paid teachers to the predominantly white schools. Consequently, corrective measures designed to reduce pupil and teacher racial segregation should also reduce overcrowding in the Negro schools as well as the pupil expenditure differential favoring the white children. Pending the implementation of such measures, the court will require that the defendants provide transportation to volunteering children from the overcrowded schools east of the Park to the underpopulated schools west of the Park.

As to the remedy with respect to the track system, the track system simply must be abolished. In practice, if not in concept, it discriminates against the disadvantaged child, particularly the Negro. Designed in 1955 as a means of protecting the school system against the ill effects of integrating with white children the Negro victims of *de jure* separate

The relation of teacher segregation to the neighborhood school policy has been little touched on; but it is this court's conviction that teacher segregation, where it is allowed to reinforce pupil segregation, may well be a malignancy itself destructive of the constitutional health of a neighborhood school system. Certainly it is a circumstance driving the de facto pupil segregation that much closer to unconstitutionality.

—U.S. Court of Appeals Judge
J. Skelly Wright, *Hobson v. Hansen* (Washington, D. C. school case), June 19, 1967

but unequal education, it has survived to stigmatize the disadvantaged child of whatever race relegated to its lower tracks — from which tracks the possibility of switching upward, because of the absence of compensatory education, is remote.

Even in concept the track system is undemocratic and discriminatory. Its creator admits it is designed to prepare some children for white-collar, and other children for blue-collar jobs. Considering the tests used to determine which children should re-

... The Negro students' equal protection rights to an integrated faculty cannot be undermined or thwarted by the racially induced preference of the teachers, who after all are minor public officials whose actions must therefore pass constitutional muster Ultimate authority for teacher assignment under the law is vested in the board of education. It cannot avoid constitutional responsibility when the public officers, including teachers, to whom it delegates the actual assignment power govern themselves according to illicit racial criteria.

—U.S. Court of Appeals Judge J. Skelly Wright, *Hobson v. Hansen* (Washington, D. C. school case), June 19, 1967

ceive the blue-collar special, and which the white, the danger of children completing their education wearing the wrong collar is far too great for this democracy to tolerate. Moreover, any system of ability grouping which, through failure to include and implement the concept of compensatory education for the disadvantaged child or otherwise, fails in fact to bring the great majority of children into the mainstream of public education denies the children excluded equal educational opportunity and thus encounters the constitutional bar.

As has been shown, the defendants' pupil placement policies discriminate unconstitutionally against the Negro and the poor child whether tested by the principles of separate-but-equal, *de jure* or *de facto* segregation. The use by the defendants of the neighborhood school policy, intentionally manipulated in some instances to increase segregation, is the primary cause of the pupil assignment discrimination. Because of the 10 to one ratio of Negro to white children in the public schools of Washington and because the neighborhood policy is accepted and is in general use throughout the United States, the court is not barring its use here at this time.

In preparing the plan to alleviate pupil segregation which the court is ordering the defendants to file, however, the court will require that the defendants consider the advisability of establishing educational parks, particularly at the junior and senior high school levels, school pairing, Princeton and other approaches toward maximum effective integration. Where because of the density of residential segregation or for other reasons children in certain areas, particularly the slums, are denied the benefits of an integrated education, the court will require that the plan include compensatory education sufficient at least to overcome the de-

triment of segregation and thus provide, as nearly as possible, equal educational opportunity to all school children. Since segregation resulting from pupil assignment is so intimately related to school location, the court will require the defendants to include in their plan provision for the application of the principles herein announced to their \$300,000,000 building program.

The plan, too, should anticipate the possibility that integration may be accomplished through cooperation with school districts in the metropolitan suburbs. There is no reason to conclude that all Washingtonians who make their homes in Virginia or Maryland accept the heresy that segregated public education is socially realistic and furthers the attainment of

We will have to stop thinking in terms of cities and [start thinking] in terms of regions. In Washington [D.C.,] we could establish a ring of educational parks around the urban area — the center of Washington is about one mile in any direction — and draw on the inner city population for Negroes and the suburban population for whites.

—Max Wolff, *United Teacher*, June 2, 1967

the goals of a democratic society. Certainly if the jurisdictions comprising the Washington metropolitan area can cooperate in the establishment of a metropolitan transit authority (see 1 D.C. Code pars. 1401-1416 (1961)), the possibility of such cooperation in the field of education should not be denied — at least not without first sounding the pertinent moral and social responsibilities of the parties concerned.

The final question is the remedy this court should forge for curing the illegalities in teacher placement. It is clear, first, that an injunction should be directed against every possibility of willful segregation in the teacher assignment process; if the preferences of principals and teachers are to be relied on at all by the assistant superintendents or any other officer making the assignment, measures must be taken to insure that race does not creep into the expression of preference.

Next, assignment of incoming teachers must proceed on a color-conscious basis to insure substantial and rapid teacher integration in every school. And finally, to the extent that these two measures are unable quickly to achieve sufficient faculty integration in the schools, this court, as it indicated by its discussion above concerning the board's responsibilities in following up on *Bolling v. Sharpe*, has no doubt that a substantial reassign-

ment of the present teachers, including tenured staff, will be mandatory. A similar call has been sounded by the Office of Education, whose Title VI guidelines establish that "[e]very school system has a positive duty to make staff assignments and reassignments necessary to eliminate past discriminatory assignment policies." 45 C.F.R. par. 181.3 (d) (1967). And see the discussion and decree in *United States v. Jefferson County*, 5 Cir., 372 F.2d 836, 892-894, 900 (1967). In the South, a few courts in their discretion have exacted less inclusive commitments from school boards, relating merely to non-segregatory future assignments and the encouragement of voluntary transfers; but that does not bind the conscience of other chancellors confronted with other factual situations.

The more complex question is the goal or objective toward which the school system should strive through the various means outlined above.

Two federal courts have ordered school systems to proportion Negro and white teachers equally in every school, give or take a small margin of error. *Dowell v. School Board, W. D. Okla.*, 244 F. Supp. 971 (1965), affirmed, 10 Cir., ___ F.2d ___ (January 23, 1967), cert. denied,

U.S. ___, 35 U.S.L. Week 3419 (May 29, 1967); *Kier v. County School Board, W.D. Va.*, 249 F. Supp. 239 (1966). It is true, however, that

in *Dowell* the court assumed the initiative only after the school board defaulted in the obligation assigned it by the court to draw up a faculty desegregation plan, and *Kier* dealt with a school system with only 25 schools, which may make a difference. Still, there is great appeal in the simplicity and thoroughness of such a decree.

These issues of remedy were ignored at trial by counsel for both sides, each intent instead on establishing or refuting the primary constitutional violation. For this reason, and considering the limitations of time, for the 1967-68 school year the court is content to order "substantial" teacher integration in those schools where complete segregation or token integration of faculty has heretofore existed. The court will remit the question of the longer term goal to the board for first-instance treatment in the plan which the court in its decree will order the board to prepare.

... In reading achievement in the District [of Columbia] schools, 67.2% of the students are reading at or above grade level in Grade 3 but by Grade 8 that percent has dropped to less than half (45.5%).

—U.S. Court of Appeals Judge J. Skelly Wright, *Hobson v. Hansen* (Washington, D. C. school case), June 19, 1967

There will be an abundance of opportunity later for adversary argument on the merits and demerits of the ends (and means) concerning teacher integration which the Board decides to propose.

1. *Clarke v. Board of Educ.*, 8 Cir., 369 F.2d 661 (1966); *Wheeler v. Durham City Bd. of Educ.*, 4 Cir., 363 F. 2d 738 (1966).

PARTING WORD

It is regrettable, of course, that in deciding this case this court must act in an area so alien to its expertise. It would be far better indeed for these great social and political problems to be resolved in the political arena by other branches of government. But there are social and political problems which seem at times to defy such resolution. In such situations, under our system, the judiciary must bear a hand and accept its responsibility to assist in the solution where constitutional rights hang in the balance. So it was in *Brown v. Board of Education*, *Bolling v. Sharpe*, and *Baker v. Carr*. So it is in the South where federal courts are making brave attempts to implement the mandate of *Brown*. So it is here.

The decree is attached to, and made part of, this opinion.

DECREE

It is ORDERED, ADJUDGED and DECREED that the defendants, their agents, officers, employees and successors, and all those in active concert and participation with them be, and they are hereby, permanently enjoined from discriminating on the basis of racial or economic status in the operation of the District of Columbia public school system.

It is FURTHER ORDERED, ADJUDGED and DECREED that the defendants be, and they are hereby, permanently enjoined from operating the track system in the District of Columbia public schools. It is FURTHER ORDERED that on October 2, 1967, the defendants file in the record in this case a report of their compliance with this order of the court.

It is FURTHER ORDERED, ADJUDGED and DECREED that on October 2, 1967, the defendants herein file in the record in this case for approval

White students cannot hold for themselves discriminatory preferences by holding over a school board the threat of withdrawal from the public schools.

—U.S. Court of Appeals Judge J. Skelly Wright, *Hobson v. Hansen* (Washington, D. C. school case), June 19, 1967

by the court a plan of public assignment complying with the principles announced in the court's opinion and the instructions contained in the part styled REMEDY thereof.

It is FURTHER ORDERED, ADJUDGED and DECREED that the defendants, beginning with the school year 1967-68, provide transportation for volunteering children in overcrowded school districts east of Rock Creek Park to under populated schools west of the Park. It is FURTHER ORDERED that on October 2, 1967, the defendants file in the record in this case a report of their compliance with this order of the court.

It is FURTHER ORDERED, ADJUDGED and DECREED that, beginning with the school year 1967-68, the following optional zones be abolished: Wilson-Western-Roosevelt; Cardozo-Western; Dunbar-Western; Gordon-MacFarland; Gordon-Banneker; and Powell-Hearst. It is FURTHER ORDERED that on October 2, 1967, the defendants file in the record in this case a report of their compliance with this order of the court.

It is FURTHER ORDERED, ADJUDGED and DECREED that the defendants, beginning with the school year 1967-68, provide substantial teacher integration in the faculty of each school. It is FURTHER ORDERED that on October 2, 1967, the defendants file in the record in this case a re-

port of their compliance with this order of the court.

It is FURTHER ORDERED, ADJUDGED and DECREED that on October 2, 1967, the defendants file in the record in this case for approval by the court a plan of teacher assignment which will fully integrate the faculty of each school pursuant to the principles announced in the court's opinion and the instructions contained in the part styled REMEDY thereof.

It is FURTHER ORDERED, ADJUDGED and DECREED that the United States be, and it is hereby, invited to intervene in these proceedings to assist in the implementation of the decree, to suggest amendments to the decree, and to take whatever other steps it deems appropriate in the interest of public education in the District of Columbia. It is FURTHER ORDERED that the United States be served with a copy of this decree in the manner prescribed by Rule 4(d)(4), Federal Rules of Civil Procedure. The parties, of course, may suggest amendments to this decree at any time.

J. SKELLY WRIGHT
United States Circuit Judge

[See "Chronicle", above, p. 6]

CATHOLIC SCHOOL INTEGRATION IN WASHINGTON, D.C.

Jane L. Berdes

The author is a free-lance writer who has published, during the past year, in "National Catholic Reporter," "Ave Maria," "Sign," and "Catholic Family Digest."

"Integration begins at home," the disenchanted Negro's barb at crucifying white civil righters, has at last been taken to heart by national leaders of the Roman Catholic parochial schools. Ecclesiastical authorities have launched a formal drive to take Church schools from racial isolation into some form of partnership with public schools in solving the equal education crisis.

The effort was, in a very real sense, made mandatory by the precedent-setting Elementary and Secondary Education Act of 1965 which included parochial school students from poverty situations as its beneficiaries. But it also reflects a change of heart among American Bishops concerning the responsibility of the Church to its environs.

The drive is taking two forms: First, the U.S. Catholic Conference's Department of Education has begun a racial census which will examine individual classrooms throughout the country and survey every parochial school teacher; then the National Catholic Education Association will sponsor a national parley next spring in Washington, D.C. The parley's planners hope that the documentation of parochial schools' integration inadequacies will be a basis for putting delegates in a mood to experiment radically with the future of the system.

It is promising that the parley is to be held in the Nation's Capital, scene of the most racially beleaguered schools in the nation — public or parochial. Washington is also home base for both the Church's education agencies. For these reasons delegates to the parley would do well to familiarize themselves with the Church's integration crisis at home — in the District of Columbia. Otherwise, the current program to increase

